2014

Annual Report

Alabama Commission on Higher Education

The Alabama Commission on Higher Education acknowledges the ongoing support and assistance provided by the public institutions and their personnel that facilitate the coordinating efforts of our agency.
Mission Statement

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

Note: The planning/coordination/designated regulatory functions of the Commission are limited to public sector institutions.

Alabama Commission on Higher Education

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@ACHE_Research
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Message from the Chairman

I am pleased to present the Alabama Commission on Higher Education (ACHE) annual report for 2013-2014. This report affirms ACHE’s commitment to accessibility, affordability and coordination of Alabama’s public two- and four-year institutions.

Completing my second term as chairman, I want to acknowledge the many successes within higher education during my term as a commissioner. As you look through this publication, you will find statutory requirements that have been met, as well as an expansion of involvement through workforce development and reforms in education.

The agency’s responsibilities include, but are not limited to, the approval of new academic programs and off-campus instructional sites and courses, the submission of the Consolidated Budget Recommendation to the legislature and the state’s strategic plan that determines the agenda for postsecondary education for a five-year period in collaboration with all interested constituencies. The priorities identified in the plan will help our students succeed in the jobs of tomorrow.

Educational student data, managed by ACHE as the center of the Alabama Statewide Student Database, are used to generate reports aimed at recognizing student’s progression through the educational system and at providing critical data for the expansion and recruitment of new and existing businesses.

Academic program approval, relating to student need, always has been an integral part of ACHE’s mission. From technical programs at two-year schools to doctoral programs at four-year institutions, ACHE supports workforce needs through educational training.

Collaboration among all levels of education and the business community is a key component to student success and to the economic growth of Alabama. By working together, we will ensure that students have access to high-quality post-secondary education that will result in good-paying jobs. Education is a key factor in our economic success. Through the spirit of cooperation and committed leadership, Alabama institutions will help to prepare graduates well into the 21st century and beyond.
Commissioners

Jeff Coleman
Chairman
President and CEO, Coleman World Group
At-Large Member

Andrew G. Linn, Jr.
Vice Chairman
President & CEO, Southland International Trucks, Inc.
Sixth Congressional District

Charles Ball
Executive Director, Regional Planning Commission of Greater Birmingham
At-Large Member

Karen Calametti, MD
President of Children’s Medical Group
First Congressional District

Darius Foster
Director of Corporate Solutions
Seventh Congressional District

Larry J. Hughes
President, Ichtus CONsulting, Inc.
Third Congressional District
Commissioners

William R. Jones, Jr.
Retired
Governmental Relations Officer
At-Large Member

Patricia W. McGriff
Retired
Educator
Fourth Congressional District

William E. Powell, III
Executive Vice President,
Alabama Cattlemen’s Assn.
Second Congressional District

Sydney G. Raine
President,
Mobile Works, Inc.
At-Large Member

Charles E. Sanders, Jr.
Attorney,
Maddox, Thornley and Sanders
At-Large Member

Missy Ming Smith
Retired
Director of Information
Fifth Congressional District
The 2014 calendar year, like previous years, has been challenging for the Commission. Staff members are facing more responsibilities due to an expanding competitive education market coupled with economic and business interests. *Forging Strategic Alliances 2009-2014* has served as a blueprint for meeting those demands. The next five-year plan, which is being initiated in 2015, will continue to emphasize efforts in key areas, e.g. funding for colleges, increases in STEM enrollments (student preparation), and advancing economic interests in the state.

The end of the Quadrennial also means a time of review and evaluation of the Commission. As a statutory requirement, the Commission is the only state higher education agency subject to outside review. This year, the Association of Governing Boards (AGB) is conducting the review. Through personal contacts, telephone/electronic communication and a survey, the AGB will assess and make recommendations to improve the function and service of ACHE. The final report is provided to the governor, legislature and all interested parties through ACHE’s website.

Although the PK-20 concept and the development of a council to assist in addressing state interests failed to come to fruition, Governor Bentley did create the Governor’s College and Career Ready Task Force that combined educational leaders from all levels with business/industry representatives. This task force developed several recommendations for moving the state’s educational and business interests ahead. From these recommendations, the Alabama Workforce Council was created. The emphasis is on business, but coordination with education leaders is a key element in supporting statewide policy interests.

The 2014 legislative session was used to support ACHE efforts in expanding scholarship/aid for National Guard troops. In addition, ACHE still serves as a conservator for a number of budgets placed by the legislature that support agencies and groups outside traditional budget activities. The coordination and oversight of these budgets are a benefit to all parties involved. ACHE benefits by the service charge (administrative fee) assessed and the outside agency is provided budgeting and reporting services at a significantly reduced cost to meet its mission requirements. This multi-faceted agency relationship was created by the legislature in recognition of the Commission’s oversight and reliability.

Aligned with ACHE’s fiscal operation and services, an audit covering the past five years was “unqualified” with no recommendations or findings. The audit result is testimony to ACHE’s commitment to “coordination” among the services.
A key area where ACHE continues to excel is the Statewide Student Database (SDB). The SDB was developed in 1998 and now holds over nine million student records. The demand for data has increased from basic annual reports on enrollments and tuition at the state level to specialized reports on transfers, cost factors, longitudinal reviews, and district, county, and regional reports. The ACHE website has implemented an inquiry counter recognition system that reflects a strong interest in student and other higher education data with an average of approximately 35,000 hits a month. These inquiries, many dealing with student financial aid, degrees awarded, graduation rates, remediation requirements, and workforce information are provided to educational groups, civic organizations, and business/industry. The Commission also remains as the central contact for federal data reporting for the state.

A growing area of interest throughout the country and Alabama is non-resident institutions providing educational services online. Distance education delivery entering Alabama has grown to a challenging level with 262 non-resident institutions providing over 4,000 instructional programs. Online educational training is highly competitive and is having a direct impact on the state’s higher education system.

Commissioner Jeff Coleman’s term on the commission expired August 31st. Huntsville television executive Stan Pylant was appointed to replace him. Commissioner Pylant is president and general manager of WHNT-TV in Huntsville where he started as an account executive more than 25 years ago.
Executive Director’s Report

Overall, as presented in this annual report by each ACHE service unit, the Commission remains committed to its statutory responsibilities to coordinate educational opportunities at all levels translating into support for statewide economic development. ACHE has met and dealt with the many demands and challenges facing the state and will continue to serve and advance state educational interests. I encourage you to read this report and appreciate all of the things being done to improve services for the citizens of Alabama.

Jeff Coleman (L) is presented a resolution at the Dothan Rotary Club from ACHE Executive Director Greg Fitch. Coleman was recognized for his leadership during his term as an ACHE board member and chairman.
Research Services

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State University and College Electronic Student Unit Record System
(Alabama Statewide Student Database)

In 1996, the Alabama Legislature amended the Commission’s statute to require the Commission to obtain specific information from each two- and four-year public institution of higher education so as to establish a student unit record data system (Act 1996, No. 96-509, p. 647). The Alabama Statewide Student Database contains a combined total of over nine million student records submitted during the past 16 years from public institutions and over 84,000 student records submitted from Alabama Independent Colleges.

From this data, the Commission produces multiple reports. The following Student Database reports may be viewed on the ACHE website at: http://www.ache.alabama.gov/StudentDB.
**Tuition Residency Report**
Provides summary information on the types of tuition paid by students.

**Transfer/Migration Report**
Identifies the number of students who have transferred to and from Alabama public institutions.

**High School Report**
Identifies the number of high school graduates who enrolled in Alabama public institutions of higher education in fall semester 2013. The report also provides the number of students who took remedial math and/or remedial English courses. Two other versions of this report indicate the number of students from each high school who enrolled in each Alabama college or university.

**Retention Report**
Tracks first-time degree-seeking freshmen students for enrollment and completions.

**Student Source Survey Reports**
These are a series of enrollment reports created based on the state, county and country of origin of the student at the time they initially enroll at an institution. Subtotals are provided for each two- and four-year public institution with categories for undergraduate, first-time freshmen, transfer students and graduate students.

Reports are created using fall semester enrollment data and are used extensively to determine ratio of in-state and out-of-state students for recruiting and planning purposes. Statewide summary reports also are created each year to provide annual comparisons across the various categories.
Research Services

Institutional Student Profiles Fall 2013
www.ache.alabama.gov/Profiles

The web version provides links to the original sourcing reports and includes links to maps that offer added visual interpretation of this data. In 2014, the Commission published the 10th graphic summary of demographic information about the student populations of Alabama’s public two- and four-year institutions. This document represents data from the 16th year of data collection and includes historical summaries of enrollment over these years.

The Fall 2013 Student Profiles included data from six private institutions: Faulkner University, Huntingdon College, Judson College, Spring Hill College, University of Mobile and U.S. Sports Academy. The inclusion of this data provides a more comprehensive look at the overall picture of higher education in Alabama. The Fall 2013 Student Profiles included the Top 10 Areas of all Degrees Conferred from 2005-2013. Business and industry constituents are especially interested in these types of data regarding potential workforce in the state. The Profiles also included historical reports regarding remediation, college enrollment, race/ethnicity and gender.

The source of information released in this report, Institutional Student Profiles Fall 2013, was the Alabama Statewide Student Database and all data included was published previously by the Commission in other formats: the Tuition Eligibility Report, the Retention Report, the Transfer/Migration Report, the Student Source Survey Reports, the Institutional Summary Reports and the Completions Summary Reports.
Financial Aid Reports
http://www.ache.alabama.gov/Content/AgencyRpt/Reports.aspx

The Statistical Abstract includes a new series of reports based on Integrated Postsecondary Education Data Systems (IPEDS) data. Institutions provided these data to the U.S. Department of Education on financial aid received at Alabama institutions during 2012.

Average Amount of Aid Awarded to all Undergraduate Students Enrolled Fall 2012 at Alabama Public Four-Year Institutions

Average Amount of Aid Awarded to all Undergraduate Students Enrolled Fall 2012 at Alabama Public Two-Year Institutions
Data Collection Requirements of the Federal Government
http://nces.ed.gov/ipeds

IPEDS reports are submitted throughout the year to the National Center for Education Statistics (NCES) of the United States Department of Education (USDE) as required by law. The Commission has been designated as the state coordinator of IPEDS data for Alabama’s public and private institutions. Under provisions of this federal mandate, the Commission reviews certain information from each institution of higher education. The scope of each report is determined by the federal government and may vary from year to year. Principal report topics include the following: institutional characteristics, human resources, student enrollment, student completions, student financial aid, graduation rates and institutional financial reports.

Data Collaboration throughout the State
Research Services staff members have worked with numerous organizations throughout Alabama to foster educational data collaboration. Two projects included working with the State Department of Education. One followed the progress of Alabama students who have taken AP exams. The other focused on the College Access Challenge Grant. Data analyzed on that project indicated a three percent increase in the going-to-college rate, a one percent increase in the going-to-college rate of male students and a one percent increase in the enrollment of students from low-income families.

Another collaborative effort was with the Alabama Department of Postsecondary Education. This ongoing agreement follows the education progress of GED students. The information is provided to ADPE without the cost of an outside entity to perform the analysis, resulting in a cost savings to the state.

Statistical Abstract
http://www.ache.alabama.gov/Content/AgencyRpt/Reports.aspx

The Commission staff publishes various reports throughout the year, i.e. the Student Source Survey and Tuition Eligibility Report, from data made available to the State University and College Electronic Student Unit Record System (Alabama Statewide Student Database). The Statistical Abstract includes information on student enrollments and completions, faculty salaries, institutional facilities and tuition and fees for Alabama’s two- and four-year institutions.

Workforce Brochures
Workforce brochures for each workforce region have been reformatted. They identify top areas of enrollment and completions, by major, for each of the state’s 10 workforce regions. Those brochures are ‘easy to print’ and are available online at http://www.ache.alabama.gov/Content/Workforce/Workforce.aspx. A statewide brochure is also available for easy comparison to individual workforce regions.
During the past year Technology Services implemented computer processing changes to improve the operation of the agency. Several upgrades and systems are now in place in addition to ongoing projects.

- A new ACHE website was launched in March incorporating comprehensive analytical tracking of interest areas and documents using “Google Analytics” that will support future enhancements to the site. Upgrades of hardware and software are continuing on various computer servers that support the agency’s reporting services.

- Automated/streamlined several programs and tasks resulting in the reduction of hundreds of man hours:
  - Developing the internal ACHE personnel/leave program
  - Producing county maps for Institutional Student Profiles and the Alabama Student Source Survey
  - Generating over 300 Workforce Development reports that included completions and enrollments by region, county and institution in both graduate and undergraduate levels.

- Educational program inventory system upgraded.

- College internship program established to work on development of an automated Network of Alabama Academic Libraries database management system. This will save money by significantly reducing the administrative burden of managing the program.

- Implemented comprehensive training program for current and future department personnel that included all programming functionality areas.

- Streamlining multiple tasks into single more effective tasks to improve the operational efficiency of the Alabama Student Database system. Documenting the Alabama Student Database online web-based system to enhance its supportability.

- Automating the short term certificate tracking system.

- Continuing production of the State Fiscal Stabilization Fund (SFSF) reports. This is required under a grant from the federal government as part of the American Recovery and Reinvestment Act of 2009. These reports provide feedback on public high school graduates that enrolled in institutions of higher education and the progress they made within a specific time frame.
Instructional Activities

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The Commission’s instructional staff reviewed and prepared staff recommendations in support of the Commission’s statutory responsibility concerning units of instruction. These activities included the review of proposed new programs and units of instruction in accordance with the Commission’s policies on instructional role and program review. In addition, the staff evaluated proposed changes to existing units of instruction and maintained the Commission’s Academic Program Inventory.

Instructional staff activities included reviewing new programs post-implementation requirements; specifically, program enrollments, number of graduates, program assessment of student learning outcomes and graduate’s success in attaining employment related to the program field of study. These were prepared for the four-year universities and in collaboration with the Alabama Department of Postsecondary Education for the two-year institutions.

In 2014, there were 232 decision or information items submitted to the Commission. This was up from a total of 210 in 2013.
By statute the Commission on Higher Education is given the responsibility of approving new units of instruction, including new academic programs. The Commission reviewed and approved 50 proposals for new programs, 39 at senior institutions and 11 at two-year institutions. One institution (Auburn University at Montgomery) submitted 10 program proposals that were approved by the Commission, while five were approved for the University of South Alabama. Troy University submitted a proposal and received Commission approval for the PhD in Sport Management that was outside Troy’s approved degree award level. The Commission required that Troy provide more frequent post-implementation data conditions for the PhD program. Among the most notable new programs approved this fiscal year are the BS in Plant Biotechnology and BS in Animal Bio-Health Sciences proposed by Alabama A&M University. These programs will provide graduates with interdisciplinary skill sets for workforce entry into a wide variety of life sciences career opportunity options.

**Alabama A&M University**
- MS in Kinesiology
- BS in Plant Biotechnology
- BS in Animal Bio-Health Sciences

**Alabama State University**
- BS in Biomedical Engineering
- Master of Social Work (MSW)
- MA in History

**Athens State University**
- BS in Information Assurance

**Auburn University**
- Master of Turfgrass Management (MTM) in Turfgrass Management
- Master of the Teaching of Writing (MTW) in Teaching of Writing
- BS in Global Studies in Human Sciences
- MS in Agricultural Leadership

**Auburn University at Montgomery**
- BS in Computer Science
- BS in Special Education
- BS in Environmental Science
- MEd in Special Education
- EdS in Special Education
- BS in Kinesiology
- MEd in Kinesiology

**Auburn University at Montgomery . . (continued)**
- MEd in Instructional Technology
- EdS in Instructional Technology
- BS in Medical Laboratory Science

**Jacksonville State University**
- BSEd in Collaborative K-6, 6-12 Special Education

**Troy University**
- PhD in Sport Management
- MA in Economics
- MS in Second Language Instruction

**The University of Alabama**
- BS in Environmental Engineering
- BS in Architectural Engineering

**The University of Alabama at Birmingham**
- BFA in Musical Theatre
- MS in Healthcare Quality and Safety

**The University of Alabama in Huntsville**
- BS in Secondary Education

**The University of North Alabama**
- MS in Family Studies
Instructional Activities

New Academic Programs at Universities . . (Continued)

The University of South Alabama
- BS in Cyber Assurance
- BS in Hospitality and Tourism Management
- BS in Instructional Design and Performance Improvement
- PhD in Computing
- MS in Marine Conservation and Resource Management

The University of West Alabama
- AAS in Emergency Medical Services
- AAS in Fire Science
- BA/BS in Interdisciplinary Studies

New Academic Programs at Two-Year Institutions

Calhoun Community College
- AAS and Certificate in Salon and Spa Management

Drake State Community and Technical College
- AA in Transfer Associate in Arts
- AS in Transfer Associate in Science
- Certificate in Welding

Enterprise State Community College
- AAS in Digital Multimedia
- AAS in Flight Simulator Technician

Lawson State Community College
- AAS and Certificate in Hospitality Services Management
- AAS and Certificate in Culinary Arts

Shelton State Community College
- AAS and Certificate in Health Information Technology

Snead State Community College
- AAS and Certificate in Applied Business

Wallace State Community College (Selma)
- Certificate in Patient Care Technician

Distance Education Programs Implemented by Alabama Public Institutions

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. The following institutions notified the Commission of a total of three new distance education programs:

Alabama State University
- Psychology, BS

The University of West Alabama
- Education Administration, MEd
- Experimental Psychology, MS
### Instructional Activities

#### Other Instructional Changes

The Commission also reviewed and approved 52 extensions and alterations to existing programs and other units of instruction. The University of West Alabama had nine of these instructional changes.

**Alabama State University**
- Addition of an Option in Coaching-Non Certification to the Existing BS in Physical Education
- Addition of an Option in Collaborative Education [K-12] Non-Certification to the Existing BS in Special Education
- Addition of an Option in Early Childhood Education [P-3] Non-Certification to the Existing BS in Early Childhood Education
- Addition of an Option in Elementary Education Non-Certification to the Existing BS in Elementary Education

**Auburn University**
- Addition of an Option in Hotel and Restaurant Management to the Existing MS in Nutrition
- Addition of a Track in Visual Media to the Existing BA in Mass Communication (Radio/TV)
- Addition of Four Options to the MS in Pharmaceutical Sciences
- Addition of Four Options to the PhD in Pharmaceutical Sciences
- Alteration of the MSN in Nursing

**Auburn University at Montgomery**
- Reorganization of the School of Business

**Calhoun Community College**
- Addition of Options in Pipe Welding and Manufacturing and Fabrication Welding to the Existing AAS in Advanced Manufacturing Technology

**Gadsden State Community College**
- Addition of a Certificate in Drafting and Design Technology to the Existing AAS in Drafting and Design Technology

**Jacksonville State University**
- Alteration of the MSN in Community Health Nursing
- Addition of an Emergency Management in Nursing Concentration to the Existing MSN in Community Health Nursing
- Addition of an Educator Concentration to the Existing MSN in Community Health Nursing

**Northwest Shoals Community College**
- Addition of an Option in Injection Molding Technology to the Existing AAS in Industrial Maintenance Technology

**Snead State Community College**
- Addition of Options in Database Administration and Network Security and Virtualization to the Existing AAS in Computer Information System

**Southern Union State Community College**
- Addition of Options in Robotics and Automation, and Instrumentation and Process Control to the Existing AAS in Industrial Electricity
Instructional Activities

Other Instructional Changes . . . (Continued)

Troy University
- Addition of Three Concentrations to the Existing MS in Computer Science

The University of Alabama
- Addition of a Concentration in Educational Neuroscience to the Existing PhD in Educational Psychology
- Establishment of the University of Alabama Cyber Institute
- Addition of an Option in Analytics and Statistics to the Existing MS in Applied Statistics
- Addition of a Track in Decision Analytics to the Existing MS in Operations Management
- Addition of a Specialization in Marketing Analytics to the Existing MS in Marketing

The University of Alabama at Birmingham
- Addition of Tracks in Sustainable Smart Cities and Structural Engineering to the Existing MEng in Engineering
- Addition of a Concentration in Occupational Safety to the Existing BS in Management
- Addition of a Concentration in Mathematical Economics to the Existing BS in Economics
- Restructuring and Renaming within the School of Nursing
- Establishment of a Joint Department of Biomedical Engineering in the Schools of Engineering and Medicine

The University of Alabama in Huntsville
- Addition of Three Emphases [Concentrations] to the Existing BA in Music
- Establishment of the Division of Student Affairs

The University of North Alabama
- Alteration of the MA in Community Counseling
- Alteration of the MSN in Nursing
- Addition of an Option in Geophysics to the Existing BA/BS in Physics

The University of South Alabama
- Addition of a Concentration in Geographical Information Technology to the Existing MPA in Public Administration
- Addition of a Concentration in Animation to the Existing BA/BFA in Art
- Addition of a Graduate School Track to the Existing BS in Meteorology
**Instructional Activities**

**Other Instructional Changes** *(Continued)*

**The University of West Alabama**
- Alteration of the Bachelor of Science in Industrial Technology
- Addition of an Option in Special Education, Non-Alabama Teacher Certification (K-6) and an Option in Special Education, Non-Alabama Teacher Certification (6-12) to the Existing MEd in Special Education
- Addition of an Option in Secondary Education, Non-Alabama Teaching Certification to the Existing MEd in Secondary Education
- Addition of an Option in School Counseling, Non-Alabama Teacher Certification to the Existing MEd in School Counseling
- Addition of an Option in Physical Education, Non-Alabama Teacher Certification to the Existing MEd in Physical Education
- Addition of an Option in Library Media, Non-Alabama Teacher Certification to the Existing MEd in Library Media
- Addition of an Option in Instructional Leadership, Non-Alabama Teacher Certification to the Existing MEd in Instructional Leadership
- Addition of an Option in Elementary Education, Non-Alabama Teaching Certification to the Existing MEd in Elementary Education
- Alteration of the Master of Education in Education Administration

**Wallace Community College (Dothan)**
- Addition of Four Options to the AAS in Engineering, Graphics & Animation
- Addition of an Option in Advanced Manufacturing Technology to the Existing AAS in Industrial Maintenance Technology
- Addition of an Option in Engineering Technology to the Existing AAS in Industrial Maintenance Technology

**Wallace State Community College (Hanceville)**
- Addition of an Option in Transportation Management to the Existing AAS in Business Management and Supervision
- Addition of Options in Flight Technology CFI Helicopter and Flight Technology CFI Airplane to the Existing AAS in Flight Technology
- Addition of an Option in Sustainable Agriculture to the Existing Certificate in Agricultural Production Operations
Instructional Activities

The Commission recognized 17 changes to the Commission’s Academic Program Inventory. These included changes in program name, degree nomenclature, taxonomy code number and/or program status. The Commission accepted information items concerning the implementation of 35 short certificates at two-year colleges and 30 non-degree programs at universities.

The Commission also accepted the following 29 as information items, in accordance with Commission policy.

Auburn University
• Change in the Name of the Department of Pharmacal Sciences to the Department of Drug Discovery and Development and the Department of Pharmacy Care Systems to the Department of Health Outcomes Research and Policy
• Change in the Name of the Department of Art to the Department of Art and History

Auburn University at Montgomery
• Change in the Name of the Department of Physical Sciences to the Department of Chemistry
• Change in the Name of the Department of Physical Education and Exercise Science to the Department of Kinesiology
• Establishment of Two Departments: The Department of Economics, Finance and Marketing and the Department of Information Systems and Management

Bevill State Community College
• Bevill State Community College, Relocation of the Machine Tool Technology, AAS Program to Bevill State’s Business Incubator Off-Campus Site

Jacksonville State University
• Establishment of the Center for Best Practices in Teaching and Learning
• Jacksonville State University and Taizhou University, Implementation of Dual Degree Programs in English and Computer Science

The University of Alabama
• Establishment of the Center for the Study of Ethical Development
• Establishment of the Institute for Water Science, Policy, and Law
• Establishment of the Center for Sustainable Infrastructure

The University of Alabama at Birmingham
• Establishment of the UAB-Hudson Alpha Center for Genomic Medicine
• Establishment of the Institute for Human Rights
• Establishment of the Division of Vascular Surgery and Endovascular Therapy in the Department of Surgery
• Establishment of the Materials Processing and Applications Development (MPAD) Center
• Establishment of the Division of Gastrointestinal Surgery in the Department of Surgery
• Establishment of the Division of Surgical Oncology in the Department of Surgery
• Establishment of the Division of Trauma, Burns and Surgical Critical Care in the Department of Surgery
• Establishment of the UAB Bachmann-Strauss Dystonia and Parkinson’s Disease Center for Excellence
• Change in the Name of the Center for Health Services Continuing Education to the Center for Healthcare Management and Leadership
**Instructional Activities**

The University of Alabama in Huntsville
- Establishment of a Joint MS in Chemical Engineering Program with the Shanghai Institute of Technology, People’s Republic of China
- Establishment of the Department of Space Science

The University of Montevallo and the Cumberland School of Law at Samford University
- Dual 3+3 Degree Program Related to Baccalaureate in Political Science or History and Law Degree

The University of North Alabama
- Establishment of the University Success Center, the Center for Writing Excellence and the Mathematics Learning Center
- Establishment of the Public History Center
- Change in the Name of the College of Nursing and Allied Health to the College of Nursing
- Establishment of the UNA Social and Behavioral Sciences Research Center
- Addition of a Traditional and Alternative Class A Teaching Certificate in Spanish to the Existing MA in Secondary Education

The University of South Alabama
- Addition of a Class B Teaching Certificate to the Existing Master of Education in Secondary Education
Instructional Activities

Off-Campus Instruction

The Commission reviewed nine items concerning the delivery of off-campus instruction.

Alabama A&M University
- New Off-Campus Programs (Computer Science, Criminal Justice, and Social Work) at Concordia College

Enterprise State Community College
- New Off-Campus Site: Academy at Fairhope Airport

Bevill State Community College
- New Exempt Off-Campus Site – Bevill State Business Incubator, Jasper, Alabama
- Relocation of the Machine Tool Technology AAS program to Bevill State’s Business Incubator Off-Campus Site

Bishop State Community College
- New Exempt Off-Campus Site – MOWA Band of Choctaw Indians Technical Training Center, Mount Vernon, Alabama

Faulkner State Community College
- New Exempt Off-Campus Site – Academy at Fairhope Airport, Fairhope, Alabama

The University of Alabama at Birmingham
- Relocation of an Existing Off-Campus Site
- New Exempt Off-Campus Site – Hewett-Trussville High School, Trussville, Alabama

The University of South Alabama
- New Exempt Off-Campus Site – Faulkner State Community College, Gulf Shores, Alabama
Public institutions submitted requests to delete seven degree programs from the Academic Program Inventory. Programs may be deleted because of enrollment or graduation rates that fall below expected levels for the program. Other reasons for deletion are because of a realignment of institutional priorities in response to budget constraints, changes in the discipline or because of accreditation requirements.

**Jefferson State Community College**
- Interior Design, AAS

**Trenholm State Technical College**
- Culinary Arts/Chef Training, Certificate
- Physical Therapist Assistant, AAT
- Industrial Electronics, AAS, Certificate

**Troy University**
- Taxation, MTx

**The University of Alabama**
- Educational Administration, PhD joint with The University of Alabama at Birmingham

**Wallace State Community College (Hanceville)**
- Electroneurodiagnostic Technology, AAS
Consolidated Budget Recommendation

The Commission receives, evaluates and coordinates budget requests for the public institutions of higher education in Alabama. A single consolidated budget report containing budget recommendations for separate appropriations to each of the institutions is presented annually to the governor and legislature. The recommendation by the Commission is based on, but not limited to, assessment of institutional requests, funding needs derived from standard techniques of objective measurement and need, and unit cost figures calculated through the use of comparative, verified data supplied by the institutions. The Consolidated Budget Recommendation also includes the Commission’s recommendation for a variety of statewide programs and activities.

The total amount recommended for the two- and four-year public institutions for FY 2014-2015 was $1,375,165,233. The total amount recommended for all higher education by the Commission for FY 2014-2015 was $1,512,606,448. This recommendation was adopted at the Commission’s December 6, 2013 meeting.

### Alabama Commission on Higher Education

**Fiscal Year 2014-2015 Consolidated Budget Recommendation**

**Alabama Public Higher Education Institutions**

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>2014-2015 Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama A&amp;M University</td>
<td>39,196,348</td>
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<tr>
<td>Alabama State University</td>
<td>43,671,399</td>
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<tr>
<td>Athens State University</td>
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<td>Auburn University</td>
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<td>Auburn University Montgomery</td>
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<td>Jacksonville State University</td>
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<td>Troy University</td>
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<td>University of Alabama in Huntsville</td>
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<td>University of Montevallo</td>
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<td>University of North Alabama</td>
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<td>University of South Alabama</td>
<td>107,826,579</td>
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<tr>
<td>University of West Alabama</td>
<td>14,149,988</td>
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<td><strong>Total Senior Institutions</strong></td>
<td><strong>1,071,580,244</strong></td>
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<td><strong>Two Year Institutions</strong></td>
<td><strong>303,584,989</strong></td>
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<tr>
<td><strong>Total All Institutions</strong></td>
<td><strong>1,375,165,233</strong></td>
</tr>
</tbody>
</table>
Facilities Master Plan and Capital Projects Requests


Each public two- and four-year institution submitted a Facilities Master Plan and Capital Projects Requests to the Commission as required by statute. The Facilities Master Plan and Capital Budget Requests report for the period covering FY 2015-2019 was presented at the December 6, 2013 Commission meeting. A total of $4,771,469,424 was requested by the two- and four-year public institutions to cover the projected capital projects for this five-year period. Included in the report is a summary table showing the general obligation bonds that have been issued by the institutions. As of September 30, 2013, the institutions had $3,305,415,669 in Bonded Indebtedness and paid $250,248,013 in Debt Service on these bonds.
Non-Resident Institutional Review

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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.

While the Commission has programmatic oversight of these institutions, it does not have licensing authority. The licensure of private institutions of higher education in Alabama, whether resident or non-resident, rests with the Alabama Department of Postsecondary Education (ADPE). Alabama is the only state within the United States where authority over private school licensure and programmatic review of degree granting non-resident institutions of higher education is divided between two state agencies, ADPE and the Commission. 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.

The Commission maintains inventories of more than 800 non-resident institutions (NRI), including those with physical sites located in Alabama, those restricting their offerings to online programs, as well as archival records of closed or inactive institutions. Since October 1, 2013, 262 private, proprietary institutions licensed or exempted from licensure by the ADPE, were operating as foreign corporations or non-resident institutions in Alabama. These institutions were approved to offer more than 4,140 programs of study. Full-scale programmatic reviews were conducted in accordance with Commission Procedures and Regulations for 216 institutions, a 30.1% increase over the previous year.

In addition to the full scale programmatic reviews, the Commission conducted 38 desk audits and processed eight SREB Electronic Campus Regional Reciprocity Agreement (SECRRA) registrations. Of the non-resident institutions offering site-based and online programs in Alabama, 209 institutions restrict their offerings to online programs, 38 institutions have site-based operations at 58 locations and six institutions offer a combination of online and onsite programs. The remaining nine institutions have yet to implement programs or restrict their activities to the recruitment of students through licensed agents in the state. An inventory of non-resident degree and non-degree granting institutions under the jurisdiction of the Commission is available on the Commission’s website at http://www.ache.alabama.gov/Content/Departments/NRI/NRI-Pvt-NonDegree-Inventory.pdf.
The Network of Alabama Academic Libraries (NAAL), as an advisory board to the Commission, was established in response to recommendations of a report prepared in 1982 by the Commission’s Council of Librarians and subsequently endorsed by the Councils of Graduate Deans, Academic Officers and Presidents. The report, “Resource Sharing Among Universities Supporting Graduate Study in Alabama,” advocated sharing collective library resources to enhance graduate education in Alabama, developing an online network of library holdings and developing criteria for the assessment of libraries.

NAAL is continuing to build on accomplishments including advancing the use of technology which has changed the way librarians identify, select and deliver information for their users. The members of NAAL are committed to: sustaining the statewide online catalog of university libraries’ holdings which are searchable from any Alabama library to determine what information resources are owned in state, lending library materials among all academic libraries without charge to the borrowing students or faculty, maintaining rapid delivery of requested materials through interlibrary loan, achieving financial savings through shared acquisitions of online research databases and supporting the activities of the Alabama Virtual Library (AVL) to assure equity, economy and excellence in the provision of information services for all Alabamians.

The Online Content Program continues to be the most popular and heavily used NAAL program. The collaborative efforts of 26 NAAL members purchased 89 electronic resources that included e-journals, e-books and databases.

Since moving from CONTENTdm to VuFind two years ago, the number of collections on AlabamaMosaic, the web portal for Alabama history, have grown from 99,000 to 159,000. Now, there are 235 distinct collections from 26 institutions and organizations. In celebration of the anniversary of AlabamaMosaic, “10 Years of AlabamaMosaic” was presented during the Alabama Library Association’s 2014 annual convention. Another convention highlight was the presentation to Auburn University Libraries for the 2014 Merit Award for their excellent operation of the website.

During fall 2013, the NAAL board approved a new pilot program to promote university libraries by describing their programs, resources and services applicable to business and industry. It was in the same time period that International Paper Company announced it was closing a mill in Courtland that would lay off over 1,100 employees. This was the catalyst that launched a media campaign about the free resources available through the AVL. These included e-books and databases for job seekers and small business owners.
Network of Alabama Academic Libraries

General Members

- Alabama A&M University
- Alabama State University
- Athens State University
- Auburn University
- Auburn University at Montgomery
- Birmingham-Southern College
- Faulkner University
- Jacksonville State University
- Samford University
- Spring Hill College
- Troy University
- Tuskegee University
- University of Alabama
- University of Alabama at Birmingham
- University of Alabama in Huntsville
- University of Mobile
- University of Montevallo
- University of North Alabama
- University of South Alabama
- University of West Alabama
- U.S. Sports Academy
- Alabama Commission on Higher Education

Cooperative Members

- Air University
- Alabama Department of Archives & History
- Alabama Public Library Service
- Alabama Supreme Court State Law Library
- Birmingham Public Library
- Marine Environmental Sciences Consortium
- Redstone Scientific Information Center

Affiliate Institutions Program Participants

- Amridge University
- Concordia College
- Huntingdon College
- Judson College
- Miles College
- Oakwood University
- Stillman College
- Talladega College
The Alabama Experimental Program to Stimulate Competitive Research Program is dedicated to the advancement of economic development via scientific and engineering research through a collaborative effort among the state's research universities. The focus of activities is designed to attract and retain distinguished scientists and researchers for Alabama; to develop new cutting-edge technologies, companies and opportunities; and to stimulate state competitiveness in medicine, biotechnology, engineering, mathematics and other applied sciences. In FY 2013, Alabama's investment in the ALEPSCoR Program has led to over $10.9M in new federal awards being brought into the state and $17.9M in research expenditures.

Graduate Research Scholars Program (GRSP)

In 2006, the Alabama Legislature increased the Commission's EPSCoR line item appropriation for the purpose of funding a Graduate Research Scholars Program (GRSP). The goals of the GRSP are to attract high quality graduate students to Alabama's research universities; to provide vital support for students performing research in those areas targeted by the state as high priority development areas; and to increase the pool of highly trained Master's and PhD graduates available to Alabama industry. The program has implemented nine successful rounds of competitive grant awards. Over 203 students have been supported with a state investment exceeding $6.6M to date with 36 new awardees beginning in August 2014. State support has assisted students in their achievement of 111 PhD and 39 Master's degrees as of December 2014. This next generation of GRSP scholars, whose research topics range from biomedical and life sciences to nano-materials and engineering, are destined to become Alabama's industrial and academic leaders of tomorrow.

Six GRSP brochures that chronicle accomplishments of this project to date and provide an historical reference to the ongoing work have been published and distributed to state and national audiences. The seventh will be available in December 2014.
The Alabama Commission on Higher Education administers the U.S. Department of Education competitive grant partnership program for higher education institutions (Title II of the Elementary and Secondary Education Act of 1965 (ESEA) as amended and enacted in 2001 as part of the No Child Left Behind Act). The Title II program is the largest federal program that supports professional development activities to improve teaching and learning. Under this program funds are made available to State Education Agencies (SEAs), Local Education Agencies (LEAs), State Agencies for Higher Education (SAHEs), and Institutions of Higher Education (IHEs) to support and help shape state and local professional development activities.

Requests for Proposals were circulated to all Alabama institutions of higher education, both public and private. A peer review panel of experienced Alabama university deans, public school teachers, and staff of the Alabama State Department of Education evaluated and ranked all proposals. Final awards were based on the panel’s recommendations, ACHE staff analysis, and review by commissioners appointed by the ACHE chairman.

As a result of competitive grants awarded in this program to 10 institutions of higher education, an estimated 1,150 teachers, 46 administrators, and three para-professionals representing 67 public school districts and 13 private schools participated in one or more of these federally-funded projects in 2014. About 1,000 of these teachers serve 43 public school districts identified as high need. More than 63,000 students were directly impacted by all of the participating teachers.

As required by NCLB legislation to serve high need school districts and to assure that this program reaches all regions of the state, ACHE identified 80 districts as “high need” and required all projects approved for funding to serve one or more of these school districts. All 10 funded projects met that requirement and also were able to serve other districts not identified as “high need”.

In addition to federal funding, external funding was provided by the host institutions, school district partners, and others including the Montgomery Museum of Fine Art, the Alabama Shakespeare Festival, International Paper, Alabama State Council on the Arts, Southeast Center for Education in the Arts, the Daniel Foundation, Lowder Family Foundation, USA Center for Archeological Studies, STC Carolina Biological Supply Co. and McWane Science Center, among others. The estimated total funding and in-kind services leveraged from all external sources was nearly $590,000 not including volunteer and other unspecified resources.
The Articulation and General Studies Committee was created by the Alabama Legislature in March 1994 (Act 94-202). The primary mission was to establish a statewide freshman and sophomore-level general studies curriculum to be taken at all public colleges and universities, and to develop and adopt a statewide articulation agreement for the freshman and sophomore years for the transfer of credit among all public institutions of higher education in Alabama. The STARS System allows public two-year students in Alabama to obtain a Transfer Guide/Agreement for the major of their choice. This guide/agreement, if used correctly, guides the student through their first two years of coursework and prevents loss of credit hours upon transfer to the appropriate public four-year university in Alabama.

In 2013-2014 over 86,500 official transfer guides were obtained by students and administrators through the STARS website. Since the fall of 1998, over one million official transfer guides have been obtained by students and administrators through the STARS website. This program continues to save time, money, and credit for the college students of our state.
Professional development was provided to 77 elementary, middle and high school teachers reaching 7,345 Alabama students.

- **Paris’ New Cultural Spaces (Language Immersion Workshop - French)**
  June 19, Birmingham, University of Alabama at Birmingham (UAB)
  Principal disciplines: Foreign Language (immersion), World History, European History, Literature, Geography, Social Studies
  Participating teachers: 13
  Students reached: 1,124

- **The Battle of Mobile Bay (Workshop)**
  July 8, Mobile, The History Museum of Mobile
  Principal disciplines: American and Alabama History, Civil War History
  Participating teachers: Seven
  Students reached: 472

- **The History, Literature and Music of World War I: WWI Fighters in the Rainbow Division**
  July 10, Mobile, The History Museum of Mobile
  Principal disciplines: American History, World History, Alabama History, Literature, Geography
  Participating teachers: Nine
  Students reached: 887

- **Team Based and Collaborative Learning in Digital Environments (Workshop)**
  July 29, Birmingham, University of Alabama at Birmingham (UAB)
  Principal disciplines: Interdisciplinary; Technology
  Participating teachers: Eight
  Students reached: 611

- **Mockingbird Moments: A Study of the Novel and the Film**
  July 14-17, Monroeville, Alabama Southern Community College and Monroe County Heritage Museum
  Principal disciplines: American and Alabama History, American Literature, Film
  Participating teachers: Nine
  Students reached: 885

- **Social Movements in Latin America: Exclusion, Popular Protests and Democratization (Language Immersion)**
  July 28-31, Montevallo, University of Montevallo
  Principal disciplines: Foreign Languages, History, Latin American History and Culture and Literature
  Participating teachers: 21
  Students reached: 2,405

- **The History, Literature and Music of World War I Unknown War on the Eastern Front**
  September 19, Troy, Troy University
  Principal disciplines: American History, World History, Alabama History, Literature, Geography
  Participating teachers: 10
  Students reached: 961
The Alabama Agricultural Land Grant Alliance was formed in June of 2000 through a memorandum of understanding among Alabama's three land grant universities: Alabama A&M University, Auburn University and Tuskegee University.

The appropriation from the Education Trust Fund was used for a federal match available to Alabama A&M University and Tuskegee University for approved USDA/NIFA Evans-Allen and McIntire-Stennis (Forestry) research programs. Deans of all three schools meet regularly and develop priorities for programs that utilize these funds to make them operational.

AALGA's unique programming across all three land grant universities is geared to generate additional research interest and to allow participating researchers to address emerging research challenges. Faculty members are encouraged to use these limited funds to attract much larger funding on a national and international scale. These projects frequently provide immediate benefit to farmers and citizens of the state, while at the same time reducing duplication in agricultural research and taking advantage of the scientific expertise of scientists at all three universities.
Adaptive Sports Scholarships/
Ability Sports Network

http://asn.huntingdon.edu/
FY 2013-2014 — $250,000 appropriation

The purpose of the Ability Sports Network (ASN) at Huntingdon College is two-fold. The first objective is to provide organized sporting opportunities to students in schools who would otherwise not be able to participate in after school athletics because of a physical disability (reflecting the 2013 Office of Civil Rights mandate). The second objective is to facilitate the further training of educators and coaches in the state in disability sport and adapted activity.

During FY 2013-2014, ASN activities included the following: 49 skill development sessions, five competitions, nine special events and two certified disability sport training sessions. The program provided primary services to 18 youth from Park Crossing High School, Blount Elementary, Southlawn Middle School, Goodwyn Junior High School, Lee High School, Forest Avenue Academic Magnet School, Redland Elementary School, Montgomery Catholic Preparatory School, Hooper Academy, Enterprise Junior College and the Success Unlimited Academy (Montgomery). As an indication of the program’s early success, the wheelchair basketball team placed fourth in the SEC regional championship in Atlanta. However, as important as this success on the court was, more important was the fact that these players and participants went on their first overnight road trip, much like other athletes from their schools.

The two day certified disability sport specialist training sessions provided a pathway to certification for educators, coaches and other professionals in the River Region. A total of 39 individuals attended these sessions. These professionals were primarily from the tri-county area (Montgomery, Autauga and Elmore), but some individuals came from as far away as Daphne and Phenix City.

In addition to these primary outcomes, secondary outcomes included the academic mentoring of two of our players (ACT preparation and tutoring), who both have been accepted in Alabama’s community college system. Another participant was offered a full scholarship to the University of Missouri to play wheelchair basketball, but declined as he was not quite ready to leave home. Academic mentoring was provided by students from several local colleges and universities. Thirty Huntingdon College students have participated in the program in a volunteer, staff and/or internship capacity. Five Alabama State University students in Physical Therapy and Occupational Therapy programs have met some of their clinical hours through observation, and those who are qualified to do so, served as Certified Athletic Trainers (CAT) during practice. Finally, four AUM students worked along with Dr. Michele Olson, professor at AUM, in exercise data collection and in sport specific fitness training of the athletes.

In order to work effectively and more deliberately in reaching their goals, the program has formally partnered with some primary groups and organizations. For example, BlazeSport America provides nationally recognized Certified Disability Sport Specialist (CDSS) training. The Montgomery County Public School System was the first school district to partner with the program and the success of that partnership and the success of the first CDSS training session resulted in a formal partnership with the Alabama State Department of Education (ASDE) and subsequently, the Alabama High School Athletic Association (AHSAA). That agreement was formalized in the summer of 2014. The program is looking forward to meeting even more needs as it grows and expands into other areas.
Currently, the Alabama Wing of the Civil Air Patrol has over 900 members. The three primary missions of ALWCAP provide opportunities for volunteer members to contribute to the Aerospace Education Program, the Cadet Program or in Emergency Services. The Aerospace Education Program and Cadet Programs are funded by the appropriation from the State of Alabama while Emergency Services receives funding from Congress. The Aerospace Education program provides young people with opportunities to explore parts of the aviation industry which previously may have been unfamiliar to them. One group of Cadets built a hovercraft and another made rockets out of cardboard tubes. The Auburn Squadron was featured in an Alabama Public Television program about the aerospace industry in Alabama. In order to expand the program, the director invites teachers from all segments of education to participate in the Teacher Orientation Program. This is an opportunity for teachers to fly with ALWCAP and to learn things that they can transfer into their classrooms, which in turn may create an interest in aerospace among their students.

The Cadet Program provides young people between the ages of 12 and 20 with opportunities to observe, learn and practice leadership skills, while participating in activities with intellectual and physical goals. Cadets achieve rank by testing in three activities: aerospace, leadership and physical fitness. Activities include the Annual Cadet Conference, an Iron Man Competition, a Cadet Drill Competition and the CyberPatriot Program, which provides competitions related to cyber security.

Emergency Services coordinates volunteers who look for overdue aircraft, search for missing senior citizens or photograph damage done by tornadoes or other natural disasters.
Funds received from the Education Trust Fund are used to coordinate and promote the activities, both statewide and nationally, of Alabama’s nine regional Resource Conservation and Development Councils.

The state allocation to the ASWCC supports conservation activities within each of the 67 Soil and Water Conservation Districts and provides the technical assistance and educational opportunities necessary to implement each districts' programs. Activities at the local level are critical in order for the districts to address the conservation goals of the state. These included groundwater festivals, land judging activities, poster and essay contests, teacher workshops, conservation tours, as well as stream cleanups and riparian restoration. Districts also continue to partner with the Alabama Clean Water Partnership to work on specific watershed projects.
Alabama Black Belt Adventures (ALBBA)

http://alwg.us/pages/home.php

FY 2013-2014—$300,000 appropriation

Created in 2009, Alabama Black Belt Adventures is a non-profit organization whose stated mission is, “… to provide economic and ecological benefits to the region’s communities and its citizens through the collective promotion of all outdoor recreational assets and tourism opportunities.” ALBBA is a consortium of over 50 hunting and fishing lodges located in the state’s 23-county Black Belt region. In addition to promoting the Black Belt’s widely acclaimed hunting and fishing opportunities, ALBBA also promotes other outdoor recreation opportunities including canoeing, horseback riding, hiking and bird-watching. ALBBA works closely with numerous tourism partners representing the region’s rich cultural and heritage assets ranging from antebellum homes to sites of some of the nation’s most important civil rights events. ALBBA uses a multi-media approach in its promotional activities. First, they advertise in numerous magazines and on television. ALBBA also publishes a quarterly newsletter and maintains an extensive website that promotes the region and helps people plan activities. Finally, they sponsor promotional booths at numerous hunting and fishing expos.
Black Belt Initiative — Alabama Forestry Foundation

http://www.alaforestry.org/displaycommon.cfm?an=1&subarticlebr=55

FY 2013-2014 — $192,000 appropriation

The Alabama Forestry Foundation’s Black Belt Initiative is designed to provide job opportunity awareness, to enhance fundamental skills in math and science and to ultimately provide a pathway for employment in the forest industry for residents of Alabama’s rural communities.

The Initiative is designed to have an ongoing mission beginning with the Phase I - Awareness Campaign (FY 2012 and forward), continuing with the Phase II - Rural Excellence in Math & Science Skills Program (FY 2013 - FY 2015), and culminating with the Phase III - Scholarship Program (FY 2014 and forward).
Black Belt Treasures (BBT)

http://www.blackbelttreasures.com/
FY 2013-2014—$150,000 appropriation

Black Belt Treasures is a non-profit organization based in Camden, Alabama. Its mission is to foster, develop and promote economic development initiatives aimed at creating jobs and increasing the income of local residents through the marketing of arts, crafts, literature, food products and other items unique to Alabama’s Black Belt. A major objective is to enhance the regional economy with arts-related jobs and tourism stimulated through an emphases on showcasing the creative spirit of the region’s citizens and by marketing the heritage, arts and culture of Alabama’s Black Belt. This is done through a region-wide venue for arts education revolving around the preservation of the region’s heritage, arts and culture, with area residents and visiting artists participating in exhibits, workshops, demonstrations and celebrations.
The goal of the Jefferson County Farmers Market/Fresh Food Public Foundation is to educate the public on the use of healthy food practices associated with the preparation of fresh produce through the use of cooking demonstrations, tours and educational seminars. Their target audiences are youth and individuals with limited cooking abilities and/or resources.
The National Computer Forensics Institute was established in 2007 through a partnership initiative between the Department of Homeland Security, the United States Secret Service, the Alabama Office of Prosecution Services (OPS), the State of Alabama and the City of Hoover.

The primary purpose is to provide state and local law enforcement officers the training necessary to conduct basic electronic crimes investigations, to respond to network intrusion incidents and to conduct computer forensic examinations. The NCFI also provides prosecutors and judges training concerning the use of digital evidence in court. All NCFI training courses are made available through funding from the Department of Homeland Security. In addition to the law enforcement training, the NCFI and OPS provide cyber security protection and awareness training to school groups (college and high school), as well as financial, legal, government and community groups.

Since 2008, the NCFI has trained over 3,100 state and local prosecutors, judges and law enforcement from all 50 states and three territories, including 283 Alabama law enforcement officers, judges and prosecutors. It is estimated that the total economic impact on Alabama during this time has been approximately $11,900,000. During this period, the NCFI also has provided the state with $1,673,200 in equipment and software. Without the NCFI, similar training would have cost Alabama $3,794,000.

The NCFI is staffed by five full-time employees to handle the day-to-day operations. Three of those are employees of the U.S Secret Service. The other two are State of Alabama employees.

The Education Trust Fund appropriation covered the costs associated with the two full-time state employees assigned to the NCFI and other logistical and operational costs of training that are not covered by the federal budget. These funds allow for all of the non-law enforcement training offered by NCFI.
The vision of the National Center for Sports Safety is to standardize the level of care available to athletes on and off the playing field. By educating youth, coaches, parents and administrators in sports safety techniques and skills, participants will gain the knowledge and confidence to prevent and respond to injuries and emergency situations appropriately until professional help arrives. The goal of NCSS is to reduce the number of injuries and deaths by providing various educational opportunities. To accomplish this, NCSS offers four online resources. They are:

- **Prepare** – this is a sports safety course aimed at educating coaches and volunteers on how to prevent common injuries, how to recognize symptoms of potentially dangerous conditions and how to respond in emergency situations. The Prepare course was designed with time flexibility in mind and takes approximately three hours to complete. NCSS recommends that all participants complete the course every two years as all content is updated every 24 months to meet current medical standards.

- **Parent and Athlete Video** – the purpose of this 16-minute video is to educate parents and athletes on preventive measures and actions, so that they can be proactive in youth sports safety. The video covers essential topics that both parents and athletes need to be familiar with in the event of an emergency on the field or court.

- **Policies and Procedures Manual Builder** – this resource is designed for use by high schools, parks and recreation administrators, coaches and others responsible for executing polices. This resource allows users to easily create a comprehensive manual to implement at the youth sports level. The Policies and Procedures Manual Builder, which contains over 30 polices and forms, makes it easy for an organization to customize its own manual.

- **Sports and Nutrition Hydration Program** – this tool teaches parents and athletes what they should eat or drink, prior to an activity. It also demonstrates how proper nutrition and hydration practices affect energy and cognitive abilities and how this reduces the number of illnesses and injuries.
Special Programs Report

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SREB DOCTORAL SCHOLARS PROGRAM

The SREB Doctoral Scholars program is designed to help prepare graduates to become successful college and university faculty members. SREB reports that the program provides multiple layers of support including:

1. financial support
2. academic/research funding
3. professional development funds
4. career counseling and job postings
5. scholar counseling and advocacy
6. regular contact and follow-up
7. mentoring
8. online scholar directory for networking and recruiting
9. invitation to the annual Institute on Teaching and Mentoring
10. continued early career support.

The SREB Doctoral Scholars program celebrated its 20th anniversary during the 2013-2014 academic year.

Alabama’s success stories are:

- 104 graduates - the highest number of graduates produced by any of the participating states. Those include 75 who received their degrees as doctoral scholars and 29 who received their degrees as dissertation scholars.

- 93% of the graduates were employed in higher education.

- 36 are currently matriculating scholars at Auburn University, the University of Alabama and the University of Alabama at Birmingham

Doctoral scholars receive funding for a period of three to five years. Their process involves:

1. application to SREB and/or ACHE
2. unconditional admission to their doctoral programs
3. recommendations by their department heads and faculty members.

Dissertation scholars are doctoral students who:

1. have not received previous SREB funding
2. are recommended for funding by their major professors and department heads, based on:
   a. exemplary progress
   b. the high probability of completing their degrees
   c. the need for funding that would permit them to concentrate on their research and writing their dissertations, rather than rely on employment.
According to SREB data:

1. total graduates (104) doctoral scholars (75) and dissertation scholars (29)
2. baccalaureate degrees from a historically black college or university (33%)
3. students who enter the program at a master’s degree level or above (79%)
4. funded time-to-degree from program entrance averaged (1.7) years for dissertation scholars
5. funded time-to-degree from program entrance averaged (4.9) years for doctoral scholars
6. years average with master's degree (4.7); years without master's degree (5.5)
7. total time-to-degree for dissertation scholars (7.1 years)
8. total time-to-degree for doctoral scholars (7.4 years)
9. average age at graduation (34.1).

2013-2014 Academic Fields of Study

- Health Professions: 24%
- Engineering: 9%
- Education: 15%
- Business & Management: 6%
- Social & Behavioral Sciences: 9%
- Science and Technology: 2%
- Mathematics: 7%
- Humanities: 28%
**DR. VETRIA L. BYRD** earned the PhD in Computer and Information Sciences from the University of Alabama at Birmingham. She is a research associate at Clemson University and a visualization scientist.

Dr. Byrd developed a visualization tutorial that she presented at the Extreme Science and Engineering Discovery Environment (XSEDE) Global Conference. “Visualization is fundamental in understanding data from all aspects of research and scholarship. Regardless of what your field is, there will be a need to visualize your data,” said Byrd.

While completing his doctoral studies, **DR. CADAVIOUS JONES** was an invited presenter at two events held in Stellenbosch University, Cape Town, South Africa:

- Southern African Mathematical Sciences Association Conference.

As a part of the Collaborative Research Network (CRN), he also worked on problems assigned to his research group. CRN is a National Science Foundation funded project of research faculty from Sub-Saharan Africa.

**MRS. FRED A COLEMAN-REED** was featured in the University of Alabama School of Social Work Graduate Student Spotlight. The SREB Doctoral Scholar is pursuing her PhD in Social Work and serves on the social work faculty at the University of North Alabama.

**BRETFORD GRIFFIN** had the opportunity to visit Russia with support from the E.T. York Endowment. In reporting on his trip to Russia, Griffin, an Auburn University doctoral student in Applied Economics, said “The Russians don’t get many American visitors, fewer African American visitors, and fewer still African Americans from Alabama. I was happy to exchange the best that we have to offer.”
SREB Educational Technology Cooperative is comprised of representatives from state K-12 education agencies, career and technical education agencies, and higher education coordinating and governing boards, representing more than 800 colleges and universities and 3,100 public school districts in SREB’s 16 member states.

SREB has indicated that several states are at the forefront of many of the fast-paced changes technology is bringing to education.

One example is at Jacksonville State University (JSU). According to available information, JSU is the only institution in Alabama and one of only 24 in the nation that will receive a U.S. Department of Education “First in the World” Grant to support the university’s ongoing efforts to transform the campus into a technologically advanced, learning-centered institution.

Institutions from SREB states listing courses and programs in the Electronic Campus (EC) have operated under a regional reciprocity agreement since its inception in 1998. Participation has been a three-step process:

1. institutional sign-off that online courses, programs and services for offerings listed in the EC adhere to the SREB’s Principles of Good Practice;
2. state sign-off, by the designated SHEEO agency (ACHE), that the institutional offerings are recognized, meet the principles and is prepared to deliver the proposed programming; and
3. review and sign-off (activation) by SREB staff that all required course and program information have been entered and verified in the EC.

SREB has prepared a new formal agreement — SREB Electronic Regional Reciprocity Agreement (SECRRA) — designed to renew and further define the regional agreement.

One feature of SECRRA is the program to accommodate adult learners by providing programs that are:

- delivered online or in a blended format
- compressed or accelerated to facilitate shorter time-to-degree completion
- designed to meet the needs of adults
- providing opportunities for prior learning assessment.
The Academic Common Market (ACM)

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When the Academic Common Market began in 1974, it was restricted to a few graduate programs in academic fields that were not offered by residents’ in-state institutions. The 2013-2014 academic year marked the 41st year that Alabama has participated in this tuition-benefit program, and Alabama residents had access to a vast array of unique programs at the following degree levels:

1. baccalaureates (106)
2. masters (167)
3. doctoral (63)

Eligibility
The ACHE staff determines an Alabama resident’s eligibility for participation in the ACM. This determination is based on a review of the resident’s application and supporting documents regarding:

1. Alabama residency as a dependent student or an independent student
2. Unconditional admittance to out-of-state universities that offer the specialized degree programs that do not duplicate programs at Alabama’s universities.

Requests for Alabama Programs
Since the ACM is an SREB reciprocal agreement program, out-of-state students also have the opportunity to enroll in Alabama programs. There were 16 programs added to the state inventory in FY 2013-2014.

New Programs Denied
With collective input from the staff and institutional representatives, very few requests for program additions are denied. However, we do note the following occasions when requests were denied:

1. An Alabama resident requested access to the BA in Public Policy Leadership at the University of Mississippi. However, the request was denied by the University of Mississippi because it has a moratorium on the addition of new programs.

2. An Alabama resident requested access to the MA in Middle Eastern and Islamic Studies Concentration at George Mason University. However, the university no longer participates in the ACM.

3. A Georgia resident requested access to a degree in Public Relations from Auburn University. Auburn offers a Bachelor of Arts in Public Relations from the School of Communication and Journalism in the College of Liberal Arts. Auburn University noted that there is a comparable program at the University of Georgia.

4. A Georgia resident requested access to Auburn University’s Biomedical Sciences program. However, the University’s committee determined that the Biomedical Sciences degree program contains concentrations in the pre-health professional programs that are available in most public universities in the State of Georgia, thus the Auburn degree is not unique in its educational content.
Requests for Out-of-State Programs
During 2011-2012, Alabama residents requested access to 13 new programs: seven at the baccalaureate level, five at the master’s level and one at the doctoral level. In addition these programs were offered by 13 different institutions in Georgia (three), Tennessee (three), Louisiana (two), West Virginia (one), Florida (three), and South Carolina (one).

In 2012-2013, Alabama residents requested access to 14 new programs: seven at the baccalaureate level, six at the master’s level, and one at the doctoral level. In addition these programs were offered by 13 different institutions in Georgia (three), Tennessee (three), Louisiana (two), West Virginia (one), Florida (three), and South Carolina (one).

The 2013-2014 academic year was decidedly different from previous years because Alabama residents received approval to gain access to one undergraduate program and 11 graduate programs:
- one baccalaureate program
- four doctoral programs
- seven master’s level programs

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Alabama, Arkansas, Delaware, Florida and Georgia residents have access to the Morgan State University Community College Leadership Doctoral Program. However, a cluster of faculty members at J.F. Drake State Community and Technical College seem to have found this program to be particularly suitable for their professional goals. For example, they wish to be better prepared for the college’s participation in the Plus 50 Encore Completion Program, a national effort to train 10,000 baby boomers for new jobs in health care, education and social services.

According to information from the college, it will assist adults, age 50 and over, in completing degrees or certificates in high-demand occupations that give back to the community.

With many adults age 50 and over out of work or seeking to transition to a new career, the program offers skill updates and career makeovers for baby boomers.

The program is sponsored by the American Association of Community Colleges (AACC). Drake State was the only Alabama institution of the 38 colleges designated by AACC this year to join 62 colleges previously selected.

Shown below are four of the faculty members that gained ACM access to the Morgan State University Community College Leadership Doctoral Program.

Carolyn Henderson  
Mathematics Instructor  
Huntsville

Joyce Rentz  
Math/Science Chair  
Huntsville

Leslie Shotts  
Research Grants Coordinator  
Decatur

Deloris Smothers  
Business & Info Tech Chair  
Huntsville
The Alabama Commission on Higher Education administers the following student financial aid programs. The FY 2013-2014 allocations are listed for each program.

**Alabama Student Assistance Program**  
(*3,930 awards totaling $2,611,069*)  
The Alabama Student Assistance Program provides funds to help those students who demonstrate substantial financial need. It is the state’s only need-based student aid program for residents attending postsecondary education institutions in Alabama.

**Alabama Student Grant Program**  
(*5,684 awards totaling $1,987,380*)  
The Alabama Student Grant Program is a tuition-equivalization grant that provides financial assistance to Alabama residents enrolled in independent, non-profit Alabama colleges and universities and to students attending other legislatively identified institutions.

**Washington Center Internship Program (WCIP)**  
(*Four awards totaling $18,400*)  
The WCIP provides selected students from Alabama’s public institutions challenging opportunities to work and learn in Washington D.C. at various federal government agencies for academic credit.

**Alabama National Guard Educational Assistance Program**  
(*498 awards totaling $335,288*)  
The Alabama National Guard Educational Assistance Program is designed to help professional members of the Alabama National Guard pursue undergraduate degrees and to a limited extent, graduate degrees. Active Army and Air National Guard members may receive a maximum of $2,000 annually.

**Police Officers’ and Firefighters’ Survivors Educational Assistance Program**  
(*20 awards totaling $144,982*)  
The Police Officers’ and Firefighters’ Survivors Educational Assistance Program provides funds for tuition, fees, books, and supply expenses for undergraduate studies at Alabama public colleges and universities for dependents and spouses of police officers and firefighters killed or permanently and totally disabled in the line of duty.

The Alabama Association of Student Financial Aid Administrators named Cheryl Newton, grants coordinator, as the 2014 John H. Buchanan, Jr. Distinguished Service Award winner.