

IMPORTANT INFORMATION!

Beginning March 23, 2015, the “GUIDELINES FOR INSTRUCTIONAL ROLE FOR 2010-15” are no longer in effect and will not be accepted by ACHE Staff as of that date.

An interested institution may begin using the “GUIDELINES FOR INSTRUCTIONAL ROLE FOR 2015-19” (directly below) immediately and ACHE Staff will be available for consultation throughout that process.

Institutions may submit their instructional role requests beginning October 1, 2015.

GUIDELINES FOR INSTRUCTIONAL ROLE FOR 2015-19 – NEW FORM

These Guidelines are in effect from October 1, 2015 through September 30, 2019

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. For the 2015-19 planning period, there will be two instructional role matrix templates, one for universities and one for two-year colleges (refer to Appendix A). Each institution's instructional role matrix will be generated by applying the programs in the Commission's academic program inventory to the appropriate instructional role matrix template. Cells in the matrix will either be 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: 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.

Parameters for Role Expansion for 2015-19: 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. These parameters will become effective upon approval by the Commission and will continue in effect until the adoption of an instructional role policy for the next planning period.

1. There will be no change in the instructional role matrix template for two-year colleges. The instructional role matrix template for . . .

- Community colleges accredited by the Southern Association of Colleges and Schools - Commission on Colleges (SACS-COC) will include only Certificate (30-60 sh), AA, AS, AAS & AOT awards.
- Technical colleges accredited by the SACS-COC will include only Certificate (30-60 sh), AAS & AOT awards.
- Technical colleges accredited by the Council on Occupational Education (COE) will include only Certificate (30-60 sh), AAT, & AOT awards.

Note: All two-year colleges also offer short certificates that are less than or equal to 30 semester hours. However, those certificates are not reflected on the Commission's instructional role matrix because they are not subject to Commission approval and are not listed in the Commission's inventory.

2. Consideration of Program Proposals above the Instructional Role Level Recognized by the Commission:

- a. Proposals for new academic programs must be in agreement with the institution's description in state statute. Proposals for programs that are outside the statutory description of the institution will be considered incomplete and returned to the proposing institution.

- b. Consideration of Proposed Higher Degree Programs in a Single Discipline:

The Commission will receive, review, and vote on program proposals in a single discipline at a level higher than an institution's Commission-recognized instructional degree level if the following applies:

The proposed program shall contribute **strategic benefit** to the configuration of current public institution offerings in the state of Alabama.

“Strategic benefit” is defined as significant and meaningful **overall benefit for the state of Alabama**, and includes:

- (1) Alabama’s need for graduates in the field;
- (2) the program’s academic quality and articulation with the institution’s academic mission;
- (3) demonstrating no substantive needless duplication [Alabama code 16-5-8(4)(b)] with other Alabama Public Universities;
- (4) justification of having no anticipated/projected adverse influence on enrollments at public institution(s) already having that program [as determined by the Academic Program Inventory CIP code], particularly those within 50 miles of the proposing institution or within that service area;
- (5) priority consideration being accorded to institution(s) with seniority in that service area [Alabama Code 16-5-10];
- (6) the proposed program must serve and provide documentation of strong, distinct, and well-documented societal, educational, **and** economic need for Alabama.

Additionally, the following factors shall be considered by the Commission:

- (1) the program’s academic quality (e.g., as reflected by recognition from accrediting bodies, learned societies and affiliations for that discipline) and articulation with the institution’s academic mission;
- (2) the proposed program’s documentation that the curriculum is timely, reflects substantive student demand, and will result in strong prospects for graduates’ employment;

(3) formal collaboration with an Alabama unique resource or facility shall be another factor of important consideration;

(4) inter-institution collaboration (or attempted collaboration by the proposing institution);

The process and purview of judging “strategic benefit” and other relevant factors shall be the determination and recommendation of the Instructional Affairs Advisory Committee.

Notwithstanding “strategic benefit” and related factors directly above, The Commission will review program proposals in a single discipline at a level higher than an institution's Commission-recognized instructional degree level if accreditation criteria applies:

Accreditation - An elevation in degree-level for an existing program is required by the recognized accrediting agency for that single discipline program and must be attained to continue the program's accreditation. The institution must provide conclusive and unambiguous documentation from the agency accrediting the program. In this instance the proposal will be presented as a decision item.

- c. **During the review process if staff determines that a higher degree program(s) single discipline program proposal does not meet the criteria above (strategic benefit or accreditation), the staff recommendation will be to “not approve” the proposal.**

In this instance, procedurally the proposal including staff recommendation, shall be brought forth for full Commission review, consideration, and vote to accept or reject the staff's recommendation.

- d. If a single discipline elevation proposal does not receive an approve vote, the institution may not resubmit that program's revised single discipline proposal until at least one year has elapsed from date of refusal.

ACHE Bylaws Article 5 state:

“The positive recommendation of a new instructional program, new unit of instruction, research, or public service, or a new public institution of higher education (as provided in Code of Alabama, 16-5-4(b)) shall require the concurrence of a majority (7) of all the members of the Commission.

A new instructional program, new unit of instruction, research, or public service, or a new public institution of higher education 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 Commission substantive changes indicate the need for reconsideration.

A new instructional program, new unit of instruction, research, or public service, or a new public institution of higher education 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.”

- e. Receipt of a proposal for review by the Commission does not imply approval of the program. The proposal still will be subject to the regular academic program review process, vote by the Commission, and post-implementation procedures and conditions.
- f. The Commission, at its discretion, may include additional post-implementation conditions to those typically required.
- g. An institution submitting a higher degree level program(s) in a single discipline will be evaluated and voted on by the Alabama Graduate School Deans or Chief Academic Officers.
- h. **Unless specifically required in writing by the accrediting body addressed to ACHE or by state statute:**

(1) the institution shall attain three successful single discipline program implementations in three (3) different CIP codes (2-digit classification) before it may request an expansion of institutional instructional role to a higher degree level; and

(2) the institution shall not seek a fourth (4th) discipline implementation before an expansion of institutional instructional role to a higher degree level request has been approved by the Commission.

Successful implementation is defined as two years of acceptable post-implementation information including enrollment data, assessment results of the program learning objectives, as well as survey results of faculty and student feedback regarding each program’s efficacy, and documentation of ongoing steps that have been implemented to facilitate graduates’ employment. The Commission realizes that some data measures may have limited availability or determination within a two-year timeframe.

Successive single discipline program implementation requests are evaluated sequentially in that demonstration of prior success is a substantive factor in subsequent review process(es). An institution is not “automatically” granted three single discipline program request opportunities.

- Institutions recognized by the Commission with a doctoral role are: Alabama A&M University, Alabama State University, Auburn University, The University of Alabama, University of Alabama at Birmingham, University of Alabama in Huntsville, University of South Alabama.

- i. In the ACHE Standard calculation doctoral institutions receive a higher component cost factor than nondoctoral institutions for some components.

For the purposes of the ACHE Standard calculation, any institution as of the date of the passage of this provision, is considered a nondoctoral institution that has a Commission approved doctoral program will be given the appropriate doctoral weights only for the credit hours that result from the implementation of the approved program. These credit hours also shall receive the doctoral library factor in the ACHE Standard calculation.

That is, under the ACHE Standard calculation an institution will receive **weighted program(s)** until a doctoral role change is made. The institution will not receive full doctoral weighting until a role change occurs.

More specifically, once an institution attains three (3) ACHE approved Doctoral programs in three (3) different CIP categories (2-digit classification) **and** the role change has been approved by the Commission, it will then be considered a Doctoral institution for the purposes of the ACHE Standard calculation and will receive the same component cost factors as other institutions.

NOTE: Any similar provisions previously placed on an institution as part of a program approval prior to the revision of this policy are still in effect.

3. Consideration of Requests for the Expansion of Institutional Instructional Role to a Higher Degree Level:

- a. To be considered for any expansion of instructional role to a higher level, the request must be aligned with applicable State statute recognizing it.
- b. The Commission will use all of the following criteria to evaluate and approve or disapprove requests for expansion of institutional role to a higher instructional level:

(1) successful implementation of three single discipline proposals shall precede a role expansion request;

(2) the institution's mission;

(3) institutional readiness (defined as faculty credentials, financial resources, and institutional commitment);

(4) rationale for the expansion to a higher instructional level;

(6) relationship of the requested role expansion to the state's strategic needs,

educational goals, and priorities;

(7) no substantive needless role duplication with other Alabama Public Universities; [Also refer to Alabama code 16-5-8(4)(b)]

(8) justification of having no anticipated/projected adverse influence on enrollments at public institution(s) already having that role [as determined by the Academic Program Inventory CIP code(s)], particularly those within 50 miles of the proposing institution or within that service area;

(9) priority consideration being accorded to institution(s) with role seniority in that service area [Also refer to Alabama Code 16-5-10];

(10) accreditation considerations;

(11) peer and other feedback.

- c. **During the review process if staff determines that a request for the expansion of institutional instructional role to a higher degree level does not meet the criteria above, the staff recommendation will be to “not approve” the request.**

In this instance, procedurally the higher level role expansion request including staff recommendation, shall be brought forth for full Commission review, consideration, and vote to accept or reject the staff’s recommendation.

- d. Use of Collaborative Programs: The Commission strongly encourages collaborative programs between/among Alabama public institutions where feasible and when in the best strategic interests of the State. To foster collaboration and cooperation to meet significant identified needs, the Commission may approve institutions without an independent doctoral or master's role to participate in joint, shared, and cooperative doctoral or master's programs if the partner institution meets all requirements and has the commitment at that higher level.

Participation in such joint and shared programs will not give such institutions an independent doctoral or master's role and calls for a strong rationale.

Appendix A
 Instructional Role Matrix Template
 Universities
 2015-19

LINE	ACADEMIC SUBDIVISION GROUPINGS				
		ASSOC	BACC	M/ EdS	DOC
1	Agriculture & Renewable Natural Resources (CIP 01, 03)				
2	Architecture & Environmental Design (CIP 04)				
3	Business (CIP 52)				
4	Communications & Related Technologies (CIP 09, 10)				
5	Education (CIP 13)				
6	Engineering (CIP 14)				
7	Engineering Technology (CIP 15)				
8	Family and Consumer Sciences (CIP 19)				
9	Humanities (CIP 05, 16, 23, 38)				
10	Law (CIP 22)				
11	Library Science (CIP 25)				
12	Parks, Recreation, Leisure & Fitness Studies (CIP 31, 36)				
13	Protective Services & Public Affairs (CIP 43, 44, 51.1503)				
14	Biological & Biomedical Sciences (CIP 26)				
15	Physical Science/Mathematics & Statistics (CIP 27, 40, 41)				
16	Computer & Information Science (CIP 11)				
17	Social & Behavioral Science & History (CIP 42, 45, 54)				
18	Visual & Performing Arts (CIP 50)				
19	Health Related Professions (CIP 51.02, 51.06-51.10, 51.1501, 51.1502, 51.1599, 51.3804, 51.3902, 51.18, 51.23, 51.26)				
20	Basic Clinical Health Sciences (CIP 26, 51.14)				
21	Dentistry (CIP 51.04, 51.05)				
22	Medicine (CIP 51.12)				

LINE	ACADEMIC SUBDIVISION GROUPINGS	ASSOC	BACC	M/ EdS	DOC
23	Nursing (CIP 51.3801-51.3803, 51.3805-51.3822, 51.3899)				
24	Optometry (CIP 51.17)				
25	Pharmacy (CIP 51.20)				
26	Public Health (CIP 51.22)				
27	Veterinary Medicine (CIP 51.24, 51.25)				
28	Health Sciences, Other (CIP 51.11, 51.27, 51.99)				
29	Trade & Industrial (CIP 21, 46, 47, 48, 49)				
30	Liberal Arts/Interdisciplinary Studies (CIP 24, 30)				

2015-2019

LINE	ACADEMIC SUBDIVISION GROUPINGS	DEGREE LEVEL					
		CERT	AA	AS	AAS	AAT	AOT
1	Agriculture (CIP 01, 03)						
2	Business (CIP 52)						
3	College-Parallel Transfer Programs (CIP 01-31, 38-45, 48, 50, 52)						
4	Communications (CIP 09, 10)						
5	Computer and Information Science (CIP 11)						
6	Personal & Culinary Services (CIP 12)						
7	Engineering Technologies (CIP 15)						
8	Health Related Professions (CIP 51 except 51.3801 & 51.3901)						
9	Family and Consumer Sciences (CIP 19)						
10	Legal Assisting (CIP 22.0302)						
11	Library Assisting (CIP 25.0301)						
12	Nursing (CIP 51.3801 & 51.3901)						
13	Parks & Recreation (CIP 31)						
14	Protective Services & Public Affairs (CIP 43, 44)						
15	Science Technologies (CIP 41)						
16	Social Science & History (CIP 45, 54)						
17	Trade & Industrial (CIP 46, 47, 48, 49)						
18	Visual & Performing Arts (CIP 50)						
19	Military & Occupational Technologies (CIP 29, 30)						