

Alabama Commission on Higher Education

RSA Union Building, 100 North Union Street, Room 782

Montgomery, AL 36104

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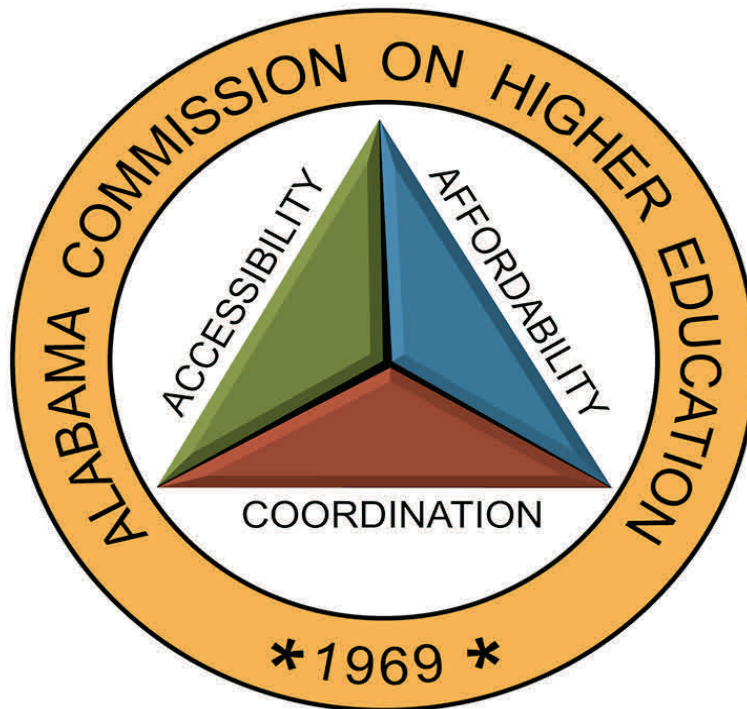
Fax: 334-242-0268

Website: www.ache.alabama.gov

COMMISSION MEETING

June 13, 2014

10:00 a.m.



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

Alabama Commission on Higher Education Committee Structure

Executive Committee

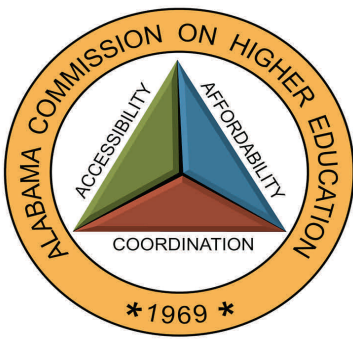
Jeff Coleman, Chair
Drew Linn, Vice-chair
Sydney Raine
Larry Hughes

Instructional Affairs Committee

Sydney Raine, Chair
Karen Calametti
William Powell
Patricia McGriff
Charles Sanders
Bill Jones

Finance Committee

Larry Hughes, Chair
Charles Ball
Drew Linn
Darius Foster
Missy Smith



AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

June 13, 2014
10:00 a.m.

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ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

March 21, 2014

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, March 21, 2014 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Coleman called the meeting to order at 10:00 a.m.

Commissioner Coleman welcomed presidents, institutional representatives, legislators, and guests.

II. Roll Call of Members and Determination of Quorum

Members present: Jeff Coleman, Andrew Linn, William Powell, Charles Ball, Missy Smith, Charles Sanders, Bill Jones, Patricia McGriff, and Larry Hughes. Members absent: Karen Calametti, Sydney Raine, and Darius Foster. A quorum was determined by roll call of members present.

III. Approval of Agenda

RESOLVED: Commissioner Linn moved for approval of the agenda with amendments: the addition of Decision Item: Alteration of a Joint PhD program for the University of Alabama, the University of Alabama at Birmingham, and the University of Alabama in Huntsville. Also Decision Items 9 and 15 should have 51.2003 as the CIP code. Commissioner Hughes seconded. Motion carried. The agenda was approved as amended.

IV. Consideration of Minutes of December 6, 2013

RESOLVED: Commissioner Ball moved for approval of the December 6, 2013 minutes. Commissioner Linn seconded. Motion carried. The minutes were approved.

V. Chairman's Report

Commissioner Coleman reported that he made a presentation to Leadership Huntsville in January at the invitation of Commissioner Missy Smith. The experience helped him to appreciate the use of the data that is collected by ACHE through the student database. He thanked the staff for preparing the power point material that was used for the presentation. He stated that it was a worthwhile meeting and that he was thankful for the opportunity to be an advocate and ambassador for higher education in the Huntsville area.

Commissioner Coleman reported on the following legislative updates :

Education Trust Fund (ETF): One change to note in the ETF budget is the \$588,000 line item for the National Center for Sport Safety that was removed from ACHE's budget.

Reciprocity. A bill was introduced and signed by the Governor regarding Alabama's participation in an SREB reciprocity agreement.

Senate Bill 54. Senate Bill 54 was introduced and passed. The bill will provide extended tuition assistance to members of the National Guard. Commissioner Coleman thanked Senator Dial and Representative Poole for their support of the bill.

In keeping with March Madness, Commissioner Coleman acknowledged Coach John Wooden, who coached at UCLA, as one of the greatest basketball coaches that ever lived. He shared the seven principles Coach Wooden carried around on a card his father gave to him: 1) be true to yourself; 2) help others; 3) make friendship a fine art; 4) drink deeply from good books, especially the Bible; 5) make each day your masterpiece; 6) build a shelter against a rainy day by the life you live; and 7) give thanks for your blessings and pray for guidance every day.

Commissioner Coleman stated that he thought it was appropriate to his report to include what he calls “woodenisums” from a great man, Coach John Wooden: Things turn out best for the people who make the best of the way things turn out. Winning takes talent. Ability may get you to the top but it takes character to keep you there. Be more concerned with your character than your reputation because your character is what you really are while your reputation is merely what others think you are. Much can be accomplished by teamwork. The best way to improve the team is to improve yourself.

VI. Executive Director’s Report

Dr. Fitch reminded Commissioners that the deadline for submission of the Statement of Economics Interest to the Ethics Commission is due April 30, 2014.

He stated that information has been provided to each Commissioner on workforce development by region and can be viewed on line.

He told Commissioners that the ACHE server went down for a couple of days. Some data was corrupted but staff was successful in getting the system up and running and no security breach was found.

Dr. Fitch introduced Dr. Lenny Lock, Director of Instructional Affairs. He stated that Dr. Lock has a strong background in assessment and has worked at all levels of education.

VII. Discussion Items

A. College Counts 529 Fund

State Treasurer Young Boozer explained the College Counts Scholarship Program. He distributed a flyer that highlighted the program’s award details and applicant eligibility. A copy of the flyer and other handouts distributed are attached.

Commissioner Coleman thanked Treasurer Boozer for his time and the presentation.

B. Report: Network of Alabama Academic Libraries (NAAL)

Mr. Ron Leonard gave a power point presentation of the NAAL pilot program designed to increase awareness of the value of Alabama's academic libraries to business and community leaders. A copy of the presentation is attached.

C. Status Report: Implementation of Advancing Access Through Regulatory Reform: Findings, Principles, and Recommendations for the State Authorization Reciprocity Agreement (SARA)

Dr. Elizabeth French gave a status report on the activities of SARA. She stated that since the Commission met in September, 2013, a national board was established to design the protocols for state participation. All of the regions that were part of the establishment of these protocols are now on board with the national reciprocity model (SARA). A map of the four regions that are participating, including SREB, are included in the Commission packet on page 18.

She reported further that SREB convened its member states in January, 2014 to provide an overview of the policies, standards and processes essential for state participation. The Alabama delegation that meet with SREB at that meeting outlined a number of issues to be resolved with the SARA participation. Those issues are itemized in the Commission packet on page 16.

The U.S. Department of Education is currently engaged in negotiated rule-making of the proposed state authorization rules. The Alabama delegation will be monitoring their decisions particularly as they impact the endorsement or lack of endorsement of the SARA reciprocity agreement.

VIII. Decision Items

A. Academic Programs

1. Auburn University Montgomery, Bachelor of Science in Computer Science (CIP 11.0701)

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

RESOLVED: Commissioner Linn moved that the Commission accept the staff recommendation for approval. Commissioner Hughes seconded. Motion carried.

2. Troy University, Doctor of Philosophy in Sport Management (CIP 31.0504)

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

RESOLVED: Commissioner Powell moved that the Commission accept the staff recommendation for approval. Commissioner Ball seconded. 7 voted Yes. 1 voted No. Motion carried.

3. Troy University, Master of Arts in Economics (CIP 52.0601)

Mr. Tim Vick presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Hughes moved that the Commission accept the staff recommendation for approval. Commissioner Linn seconded. Motion carried.

4. Troy University, Master of Science in Second Language Instruction (CIP 13.1401)

Mr. Tim Vick presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Linn moved that the Commission accept the staff recommendation for approval. Commissioner McGriff seconded. Motion carried.

B. Requests to Amend Post-Implementation Conditions

1. Drake State Community and Technical College, AAS and Certificate in Culinary Arts (CIP 12.0503)

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

RESOLVED: Commissioner McGriff moved that the Commission accept the staff recommendation for approval. Commissioner Sanders seconded. Motion carried.

2. Troy University, BS in Interpretive Training (CIP 16.1603)

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

RESOLVED: Commissioner Linn moved that the Commission accept the staff recommendation for approval. Commissioner Powell seconded. Motion carried.

C. Extensions/Alterations of Existing Programs and Units of Instruction

Mr. Tim Vick presented the staff recommendations to the Commission with a recommendation for approval of the University of West Alabama Items 1 through 6.

RESOLVED: Commissioner Ball moved that the Commission accept the staff recommendations for approval. Commissioner Powell seconded. Motion carried.

1. University of West Alabama, 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 M.Ed. in Special Education (CIP 13.1001)

2. University of West Alabama, Addition of an Option in Secondary Education, Non-Alabama Teaching Certification to the Existing M.Ed. in Secondary Education (13.1205)

ALABAMA COMMISSION ON HIGHER EDUCATION

Minutes of Meeting

Friday, March 21, 2014

3. University of West Alabama, Addition of an Option in School Counseling, Non-Alabama Teacher Certification to the Existing M.Ed. in School Counseling (CIP 13.1101)
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5. University of West Alabama, Addition of an Option in Library Media, Non-Alabama Teacher Certification to the Existing M.Ed. in Library Media (CIP 13.0501)
6. University of West Alabama, Addition of an Option in Elementary Education, Non-Alabama Teacher Certification to the Existing M.Ed. in Elementary Education (CIP 13.1202)
7. University of West Alabama, Alteration of the Master of Education in Education Administration (CIP 13.0401)

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

RESOLVED: Commissioner Linn moved that the Commission accept the staff recommendation for approval. Commissioner McGriff seconded. Motion carried.

8. University of Alabama at Birmingham, Addition of Tracks in Sustainable Smart Cities and Structural Engineering to the Existing MEng in Engineering (CIP 14.0101)

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

RESOLVED: Commissioner Sanders moved that the Commission accept the staff recommendation for approval. Commissioner Linn seconded. Motion carried.

9. Auburn University, Addition of Four Options to the PhD in Pharmaceutical Science (CIP 51.2003)

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

RESOLVED: Commissioner Sanders moved that the Commission accept the staff recommendation for approval. Commissioner Hughes seconded. Motion carried.

10. University of South Alabama, Addition of a Concentration in Animation to the Existing BA/BFA in Art (CIP 50.0701)

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

RESOLVED: Commissioner McGriff moved that the Commission accept the staff recommendation for approval. Commissioner Sanders seconded. Motion carried.

11. Jacksonville State University, Addition of an Emergency Management in Nursing Concentration to the Existing MSN in Community Health Nursing (CIP 51.3811)

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

RESOLVED: Commissioner Jones moved that the Commission accept the staff recommendation for approval. Commissioner Hughes seconded. Motion carried.

12. Jacksonville State University, Addition of an Educator Concentration to the Existing MSN in Community Health Nursing (CIP 51.3811)

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

RESOLVED: Commissioner Jones moved that the Commission accept the staff recommendation for approval. Commissioner Sanders seconded. Motion carried.

13. University of North Alabama, Alteration of the MSN in Nursing (CIP 51.3801)

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

RESOLVED: Commissioner Powell moved that the Commission accept the staff recommendation for approval. Commissioner Linn seconded. Motion carried.

14. Auburn University, Alteration of the MSN in Nursing (CIP 51.3801)

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

RESOLVED: Commissioner Linn moved that the Commission accept the staff recommendation for approval. Commissioner McGriff seconded. Motion carried.

15. Auburn University, Addition of Four Options to the MS in Pharmaceutical Sciences (CIP 51.2501)

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

RESOLVED: Commissioner Jones moved that the Commission accept the staff recommendation for approval. Commissioner McGriff seconded. Motion carried.

16. Alteration of a Joint PhD Program for the University of Alabama, the University of Alabama at Birmingham, and the University of Alabama in Huntsville

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

RESOLVED: Commissioner Ball moved that the Commission accept the staff recommendation for approval. Commissioner Hughes seconded. Motion carried.

17. University of West Alabama, Change in Name of Education Administration to MEd in Instructional Leadership (CIP 13.0401)

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

RESOLVED: Commissioner Jones moved that the Commission accept the staff recommendation for approval. Commissioner Linn seconded. Motion carried.

D. Off Campus Sites

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

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

RESOLVED: Commissioner Sanders moved that the Commission accept the staff recommendation for approval. Commissioner McGriff seconded. Motion carried.

2. University of Alabama at Birmingham, Relocation of an Existing Off-Campus Site

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

RESOLVED: Commissioner Linn moved that the Commission accept the staff recommendation for approval. Commissioner Sanders seconded. Motion carried.

IX. Information Items

RESOLVED: Commissioner Ball moved to accept Information Items 1 through 12. Commissioner Sanders seconded. Motion carried.

1. 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
2. Jacksonville State University, Establishment of the Center for Best Practices in Teaching and Learning
3. University of North Alabama, Change in the Name of the College of Nursing and Allied Health to the College of Nursing
4. University of Alabama, Establishment of the Center for the Study of Ethical Development
5. University of South Alabama, New Exempt Off-Campus Site
6. University of Alabama at Birmingham, New Exempt Off-Campus Site

7. Changes to the Academic Program Inventory
8. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
9. Implementation of Approved Programs
10. Implementation of a Non-Degree Program at a Senior Institution
11. Implementation of Distance Education Programs
12. Summary of Post-Implementation Reports

X. Adjournment

The meeting was adjourned at 11:25 p.m. The next meeting of the Commission is scheduled for June 13, 2014.

Jeff Coleman, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2014.

Gregory G. Fitch, Executive Director

Notary Public

DECISION ITEM A-1: Auburn University at Montgomery, Bachelor of Science in Special Education (CIP 13.1001)

EXECUTIVE SUMMARY

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

Program Objective: The purpose of this proposal is to establish a Bachelor of Science in Special Education and move within the proposed program three existing options: an option in Early Childhood Special Education; an option in Collaborative Teacher K-6; and an option in Collaborative Teacher 6-12.

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

Mode of Delivery: According to the proposal, a complete distance education offering for this program is not being considered. However, the proposed program will have some courses delivered in a combination of both on-line and face-to-face instruction.

Similar Programs: Currently, seven programs listed in the Academic Program Inventory under CIP 13.1001 are similar to the proposed program: the University of Alabama, the University of Alabama at Birmingham, Athens State University, Alabama A&M University, the University of West Alabama, and the University of South Alabama all have Bachelor of Science in Special Education programs.

Collaboration: Collaboration is not being considered at this time. However, AUM will be open to collaboration if other institutions are interested

Resources: The proposal projected that no new funds will be required to support the proposed program. A total of \$2,170,800 will be available through tuition.

Public Review: The program was posted on the Commission website from March 27 through April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will utilize existing options in Early Childhood Special Education; Collaborative Teacher K-6; and Collaborative Teacher 6-12.
2. Projected job openings indicate an increasing need for special education teachers locally, state-wide and nationally.

DECISION ITEM A-1: Auburn University at Montgomery, Bachelor of Science in Special Education (CIP 13.1001)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Special Education.

The program will have options in early childhood special education, collaborative teacher k-6; and collaborative teacher 6-12. Consistent with Commission policy and operational definitions, these options will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

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

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016 or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 14, based on the proposal.
2. That the annual average number of graduates for the period 2014-15 through 2018-19 (five-year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University at Montgomery (AUM) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University at Montgomery program proposal, dated March 7, 2014. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Auburn University at Montgomery

PROGRAM Bachelor of Science in Special Education (CIP 13.1001)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$434,160	\$434,160	\$434,160	\$434,160	\$434,160	\$2,170,800
TOTAL	\$434,160	\$434,160	\$434,160	\$434,160	\$434,160	\$2,170,800

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	56	56	56	56	56	56
NEW ENROLLMENT HEADCOUNT	14	14	14	14	14	14
DEGREE COMPLETION PROJECTIONS	9	9	9	9	9	9

Attachment 2

Summary of Background Information

Bachelor of Science in Special Education
Auburn University at Montgomery

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

Objectives: The purpose of this proposal is to establish a Bachelor of Science in Special Education and move within the proposed program three existing options: an option in Early Childhood Special Education; an option in Collaborative Teacher K-6; and an option in Collaborative Teacher 6-12.

According to the AUM officials, upon completion of the proposed Special Education program with an option in Early Childhood Special Education, candidates shall demonstrate knowledge of:

- Cultural and socioeconomic influences on young children with disabilities.
- The impact of the young child with special needs on the family and aspects of family-focused intervention.
- The kinds and nature of exceptionalities and special needs of children from birth through age eight.
- Human growth and development and developmental psychology stressing developmental and environmental influences affecting typically developing infants, toddlers, and young children, as well as those with disabilities and developmental delays.
- Procedures for adapting strategies and resources to the needs of children with disabilities from birth through age eight.
- Curriculum for research-based intervention across exceptionalities in areas including cognition, language development, motor development, adaptive behavior, and social-emotional development.
- Assistive technology appropriate for children with disabilities from birth through age eight.
- Family-centered assessment using formal and informal techniques and instruments appropriate for children with disabilities from birth through age eight.

Upon completion of the proposed Special Education program with an option in Early Childhood Special Education, candidates shall demonstrate ability to:

- Adapt research-based strategies and resources to the needs of children with varying exceptionalities from birth through age eight.
- Provide developmentally appropriate early childhood programs for infants, toddlers, and young children with disabilities.
- Plan, implement, and evaluate family-centered programs designed to meet the needs of children with disabilities from birth through age eight.
- Use family-centered assessment and formal and informal instruments appropriate for children with disabilities from birth through age eight.
- Consult with parents and other family members in their efforts to understand, accept, and provide care for the young child with disabilities.
- Work collaboratively with members of an interdisciplinary team, including the family, in assessment and intervention efforts.

Upon completion of the proposed Special Education program with an option in Collaborative Teacher K-6, candidates shall demonstrate knowledge of:

- Physical, sensory, communication, cognitive, and behavioral disabilities and their impact on learning and curriculum development.
- Effective instructional strategies for adapting curriculum.
- Validated, research-based approaches to core content area instruction.
- Approaches for communicating with families.
- Processes for prioritizing appropriate learning goals.
- Methods for determining appropriate curricular materials for individual students.
- Content for Grades K-6 in the Alabama Courses of Study for English language arts, mathematics, science, and social studies.
- The developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.
- Collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies).

Upon completion of the proposed Special Education program with an option in Collaborative Teacher K-6, candidates shall demonstrate ability to:

- Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment.
- Develop and enhance students' communication and social interaction skills through the development of appropriate language and conversational skills.
- Plan and implement an instructional program for Grades K-6 using the Alabama Courses of Study or extended standards.
- Collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student's attainment of goals and objectives.
- Assist in the evaluation and use of assistive technology.
- Implement appropriate behavioral interventions based on a functional behavioral analysis.
- Implement a variety of validated, research-based reading and mathematics programs, including intervention programs, selected to meet the needs of students.
- Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.
- Collaborate with families and school/agency staff to coordinate instruction and service delivery.
- Assist in the implementation of appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management.

Upon completion of the proposed Special Education program with an option in Collaborative Teacher 6-12, candidates shall demonstrate knowledge of:

- Physical, sensory, communication, cognitive and behavioral disabilities and their impact on learning and curriculum development.
- Validated, research-based approaches to core content area instruction.
- Methods for determining appropriate curricular materials for individual students.
- Modifications of teaching and assessment methods, materials, techniques, and learning environments in the school and community.
- Content for Grades 6-12 in the Alabama Courses of Study for English language arts, mathematics, science, social studies, and career and technical education.
- Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.
- Various school- and community-based programs, curricula, service options, and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of transition skills.
- Collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies).

Administration: The program will be administered by Dr. Shelia Austin, School of Education, Dean, and the Department of Counseling, Leadership, and Special Education, Dr. Laura Carpenter, Chairperson.

Accreditation: According to AUM officials, programs in the School of Education are currently accredited by the National Council for Accreditation of Teacher Education, (NCATE). Therefore, the proposed program will maintain NCATE accreditation as well as Alabama State Department approval for all teacher certification programs.

Curriculum: According to information in the proposal, the options already exist under other programs (Elementary or Secondary) consequently there will be no need to add new courses to the curriculum for the proposed program.

Early Childhood Special Education Option:

Credit hours required in major: 50

Credit hours required in minor (if applicable): N/A

Credit hours in institutional general education or core curriculum: 76-78

Credit hours in required or free electives: 0

Total credit hours required for completion: 126-128

All Early Childhood Special Education candidates must complete the Alabama Educator Certification Testing Program-Basic Skills Test before admittance to Professional Education. To graduate and to apply for the Alabama Professional Educator Certificate, candidates must pass a comprehensive examination as well as three PRAXIS II Tests -1) Principles of Learning and Teaching, 2) Early Childhood, and 3) Special Education.

Three 1-hour practica and one 9-hour internship are also required.

Collaborative Teacher K-6 Option:

Credit hours required in major: 52
Credit hours required in minor (if applicable): N/A
Credit hours in institutional general education or core curriculum: 80-82
Credit hours in required or free electives: 0
Total credit hours required for completion: 132-134

All Collaborative Teacher K-6 candidates must complete the Alabama Educator Certification Testing Program-Basic Skills Test before admittance to Professional Education. To graduate and to apply for the Alabama Professional Educator Certificate, candidates must pass a comprehensive examination as well as four PRAXIS II Tests -1) Principles of Learning and Teaching, 2) Elementary Education Multiple Subjects, 3) Special Education and 4) Reading.

Three 1-hour practica and one 9-hour internship are also required.

Collaborative Teacher 6-12 Option:

Credit hours required in major: 47
Credit hours required in minor (if applicable): N/A
Credit hours in institutional general education or core curriculum: 76-78
Credit hours in required or free electives: 0
Total credit hours required for completion: 123-125

All Collaborative Teacher 6-12 candidates must complete the Alabama Educator Certification Testing Program-Basic Skills Test before admittance to Professional Education. To graduate and to apply for the Alabama Professional Educator Certificate, candidates must pass a comprehensive examination as well as two PRAXIS II Tests -1) Principles of Learning and Teaching, and 2) Special Education.

Three 1-hour practica and one 9-hour internship are also required.

Collaboration: Collaboration is not being considered at this time. However, AUM will open to collaboration if other institutions are interested.

Distance Education: According to the proposal, a complete distance education offering for this program is not being considered. However, the proposed program will have some courses delivered in a combination of both on-line and face-to-face instruction.

Admissions: The general university admission requirements are:

- Minimum GPA of 2.3 or higher.
- Minimum composite ACT score of 18 or SAT score of 860 (excluding the writing portion).

The following requirements must be met for admission to all options in the proposed Special Education program options:

- Prerequisite course work: A minimum of 50 hours of work completed, including the following courses or their equivalents: FNDS 2010, FNDS

2120, FNDS 2140, ENGL 1010 and ENGL 1020, and COMM 1010.

- Fingerprint background clearance by FBI and ABI before participating in field experiences in public school systems.
- Health requirement: The student is required to submit evidence of a physical examination, dated within the current year, that states the student is free of communicable diseases and is in general good health.
- Self-assessments: FNDS 2010 students will complete career interest inventories so advisors may counsel them more effectively.
- Communication skills: Students must demonstrate proficiency in reading and oral and written English as demonstrated by the following: 2.0 or better in COMM 1010 or its equivalent; 2.0 or better in ENGL 101 and ENGL 1020 or their equivalent with no grade lower than a "C;" a hearing and speech examination is required.
- Overall GPA of 2.5; minimum GPA of 2.5 on all courses in the teaching field with no grade less than a "C", 2.5 on professional education courses with no grade less than a "C".
- Successful completion of the AECTP Basic Skills Test.
- Students must maintain a 2.5 GPA and pass all professional courses With a "C" or better.
- They must demonstrate readiness to perform in one of the specialty areas based on their internship and comprehensive exams.
- Students majoring in Special Education must pass the appropriate Praxis Exams.

Need: Graduates with a B.S. in Special Education can enter the job market as special education teachers, in their respective grade areas, in public or private P-12 schools. In addition to employment as a special education teacher, Early Childhood Special Education graduates will hold credentials to work as an early intervention specialist or work in day care centers. Graduates with special education degrees may also pursue jobs in: hospitals as liaisons between the hospital and the school system; residential facilities that serve individuals with severe/profound needs; teach P-12 students who are incarcerated; or work with social assistance agencies to provide educational services to P-12 students with special needs.

According to the ACHE inventory, nine state universities have Master level programs in Special Education. However, because all special education options currently available at AUM are considered areas of high need as identified by the United States Department of Education, the Office of Postsecondary Education, and in the annually published document entitled Teacher Shortage Areas Nationwide Listing, AUM states that the proposed Bachelor of Science in Special Education is warranted.

Responses during the NISP phase of proposal development were supportive of the program request. It appeared to be clear to reviewers that AUM is simply attempting to take the existing options in Special

Education currently under Elementary Education or Secondary Education and elevate the options to a new degree program of Special Education.

Student Demand: A survey of student interest was not conducted. The student demand was determined by enrollment in the Early Childhood Special Education, Collaborative Teacher K-6/Elementary, and the Collaborative Teacher 6-12 existing options at AUM. Over the past 5 years, a total of 62 candidates have graduated from these options giving an average of 12.4 candidates per year.

Faculty:

Current Primary Faculty—

Full-time: 5

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Faculty: For courses that require a technology component, AUM's Information Technology Services (ITS) offers assistance to students and faculty via the help desk, desktop and user support, network and telecommunications support, information systems support, and instructional support and collaborative technology. There are three instructional designers available to help faculty and students as well. The AUM School of Education also has an instructional support specialist who helps students with technical issues related to online, hybrid, or web-facilitated instruction.

Additional support staff includes existing administrative associates and graduate student workers. However, no new support staff will be needed for the proposed program.

Equipment: Since all classrooms used for teaching in the School of Education are equipped with state-of-the-art technology; no additional equipment will be required.

Facilities: Current facilities are adequate and no renovations will be required.

Library: According to the program proposal, holdings of the AUM Library were found to be adequate in comparison with the comparator group. Journal support appears to be adequate. Overall, the collection was found to be sufficient to support the Special Education program at the bachelor's level.

Program Budget: The proposal projected that no new funds will be required to support the proposed program. A total of \$2,170,800 will be available through tuition.

Attachment 3
Curriculum
Auburn University Montgomery
BS in Special Education

FALL TERM		SPRING TERM		SUMMER TERM	
Year 1					
ENGL 1010 English Comp. I*	3	ENGL 1020 English Comp. II*	3	HIST or ENGL Lit Core as	3
Natural Science Core with Lab*	4	Natural Science w/ or w/o Lab	3-4		3
MATH 1100 Finite Mathematics*	3	HIST or ENGL Core Sequence*	3		
Fine Arts Elective*	3	MATH 1150, 2670, or Approved MATH	3		
Area IV Core Elective*	3	COMM 1010 Communication*	3		
	16		15-16		
Year 2					
HIST or ENGL Core Sequence*	3	FNDS 2120 Child & Adol. Grow	3	Natural Science w/ or w/o Lab	3-4
FNDS 2010 Social Foundations of Educ.	4	FNDS 2140 Psych. Found. of Education		Area II or Area IV Core Course a	3
Natural Science Core with Lab*	4	MATH 1320 Elementary Mathematics II			6-7
MATH 1310 Elementary Mathematics I	3	ESPE 3760 Survey of Exceptionalities	3		
SCED 1000 Intro to Computer Literacy	1	Area II or Area IV Core Course as needed *	3		
	15		15		
Year 3					
ESPE 4200 Critical Prof. Components	4	ESPE 4050 Behavior Management	3	ESPE 4040 Intro to ECSE	4
ESPE 4912 Practicum I in Special Ed.	1	ESPE 4300 Assessment of St. w/Except.	3	ESPE 4350 Collab./Consultation	3
READ 3300 Literacy	9	ESPE 4913 Practicum II in Special Ed.	1		7
	14	ELEM 4100 Methods - Elem Math	3		
		FNDS 4703 Educational Technology	3		
			13		
Year 4					
ESPE 4400 Methods Sign. Supp.	3	ESPE 4982-E Comprehensive Exam	0		
ESPE 4500 Strategies for St. w/Except.	3	ESPE 4924-E Professional Internship	9		
ESPE 4600 Working w/Families	3		9		
ESPE 4915 Practicum III in Special Ed.	1				
PHED 2203 Wellness	3				
	13				
				126-128 Total hours	
		Minimum Total Hours		120	

DECISION ITEM A-2: Alabama A&M University, Master of Science in Kinesiology
(CIP 31.0505)

EXECUTIVE SUMMARY

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

Program Objective: To offer coursework and field experiences leading to the Master of Science in Kinesiology. Students may select one of three options leading to the degree:

1. Teacher Certification (Class A single teaching field).
2. Teacher Certification (Alternative Class A – 5th year) in Physical Education.
3. Applied Sport Science (non-teaching).

Role: The proposed program is within the instructional role recognized for Alabama A&M University (AAM).

Mode of Delivery: According to the proposal, coursework will be available to students in a blended format using traditional and hybrid instructional settings.

Similar Program: Currently, the University of Alabama at Birmingham has a MAEd in Kinesiology, and Auburn University has a PhD in Kinesiology.

Collaboration: No formal collaboration agreements have been made to this point for the proposed program.

Resources: A total of \$60,000 in new funds will be needed for the program in the first five years, and a total of \$165,672 will be available through tuition.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comment. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will prepare students for entry-level positions in the following settings: teaching and coaching, youth camps, corporate fitness, fitness/wellness, commercial fitness, parks and recreation departments, collegiate and professional sport organizations.

DECISION ITEM A-2: Alabama A&M University, Master of Science in Kinesiology (CIP 31.0505)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Master of Science (MS) in Kinesiology.

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

Implementation Date: The proposed program will be implemented January 2015. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2015-16, will be at least 6, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2019-20 (three-year average) will be at least 5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in entering graduate or professional school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Alabama A&M University (AAM) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2020.

Supporting Documentation:

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

4. Alabama A&M University program proposal, dated September 13, 2013. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	Alabama A&M University
PROGRAM	Master of Science in Kinesiology

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/ FELLOWSHIPS	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$60,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$60,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$15,930	\$31,860	\$35,046	\$41,418	\$41,418	\$165,672
TOTAL	\$15,930	\$31,860	\$35,046	\$41,418	\$41,418	\$165,672

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	10	11	13	13	10
NEW ENROLLMENT HEADCOUNT	5	5	4	7	8	6 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	3	5	8	5

Attachment 2

Summary of Background Information

Master of Science in Kinesiology
Alabama A&M University

Role: The proposed program is within the instructional role recognized for Alabama A&M University.

Objectives: To offer coursework and field experiences leading to the Master of Science in Kinesiology. Students may select one of three options leading to the degree:

- 1) Teacher Certification (Class A single teaching field)
- 2) Teacher Certification (Alternative Class A -5th year) in Physical Education
- 3) Applied Sport Science (non-teaching)

AAM provided the following objectives for the proposed program:

1. To articulate the diverse nature of many underlying Kinesiology-related sub-disciplines, and integrating those into the areas of Sport Science and Physical Education.
2. To provide an opportunity for graduate students to learn through a prescribed set of courses that lead to command of professional content that reflects breadth and depth of knowledge and skills.
3. To plan and evaluate the program curriculum so students' educational needs and interests are addressed and student learning is promoted, while also meeting appropriate accreditation guidelines.
4. To address the basic goals of physical education and sport science, with a blend of key pedagogical principles and philosophies relative to the respective coursework.
5. To utilize authentic (i.e., applied, practical, real-world) assessment tools that are in alignment with state and national standards, as well as state and local program goals to provide informational feedback for students and for continual program improvement.
6. To design and implement a sound instructional program (in theory and practice) that communicates the role in teaching physical education, coaching, recreation, and the fitness/wellness industry.

According to the proposal, the following Student Learning Outcomes will:

1. Demonstrate key knowledge and skills related to Kinesiology and their chosen field of study.
2. Demonstrate basic knowledge of research methodology common to Kinesiology related sub-disciplines.
3. Demonstrate an ability to analyze human movement in a variety of physical activities and sport.
4. Demonstrate knowledge and abilities associated with the organization and administration of fitness, physical activity, physical education, recreation, and sport programs.
5. Demonstrate knowledge of the legal issues and implications associated with physical activity settings.

Administration: The program will be administered by the College of Education, Humanities, and Behavior Science, Curtis E. Martin, dean, and the Department of Health Sciences, Human Performance, and Communicative Disorders, Rodney C. Whittle, chairperson.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). A total of four institutions participated in the final vote for the proposed program with two institutions voting to approve and two voting to disapprove the proposed program.

Accreditation: According to the proposal, AAM is currently accredited and in good standing with the National Council for the Accreditation of Teacher Education (NCATE).

Curriculum: Four new courses will be added to the proposed program: PED 500 Principles and Philosophy of Physical Education and Sport (3 credit hours); PED 514 Current Readings in Physical Education (3 credit hours); Legal Issues in Physical Education (3 credit hours); and Adaptive Physical Education (3 credit hours).

The proposed program will have three options: Teacher Certification (Class A single teaching field); Teacher Certification (Alternative Class A – 5th year) in Physical Education; and Applied Sport Science (Non-teaching). Program completion requirements for each option are as follow:

	<u>Teacher Cert.</u>	<u>Alt. 5th Year</u>	<u>Applied Sport Science</u>
Major Courses	12	12	12
Support Courses	12-15	24-27	0
Electives:	<u>03</u>	<u>06</u>	<u>21</u>
Total:	33-36	42-45	33

Collaboration: No formal collaboration agreements have been made at this time.

Distance Education: According to the proposal, coursework will be available to students in a blended format using traditional and hybrid instructional settings.

Admissions: Students must possess a minimum 2.5 GPA from undergraduate coursework and be admitted into the graduate school in full standing. To pursue the Class A single teaching field option, students must possess a valid Class B teaching certification in Physical Education.

Need: The proposed program will prepare students to succeed in a competitive workforce through practical assignments, volunteer opportunities, and field experiences that will enhance marketability.

Typical entry-level positions include those in teaching and coaching, youth camps, corporate fitness, fitness/wellness clubs, commercial fitness, parks and recreation departments, collegiate and professional sport organizations, and consulting firms. Many sport industry entities (e.g., sporting-goods manufacturers, retailers, etc.) also employ individuals with kinesiology degrees.

Student Demand: According to the proposal, telephone inquiries, emails, and personal visits have been numerous in the past three months in regards to the proposed program.

Resources:

Faculty/Staff:

Current faculty to teach in the program:

Primary Faculty--

Full-time: 4

Part-time: 0

Support Faculty:

Full-time: 0

Part-time: 0

Additional faculty to teach in the program:

Primary Faculty--

Full-time: 0

Part-time: 0

Support Faculty--

Full-time: 0

Part-time: 0

Support Staff: According to the proposal, clerical support staff within the Department of Health Sciences, Human Performance, and Communicative Disorders will be providing the majority of administrative services for the proposed program. Additionally, a graduate assistant will be hired to assist with clerical duties needed for the proposed program.

Equipment: No additional equipment is needed for the proposed program.

Facilities: Current facilities are sufficient for the proposed program.

Library: Current library holdings are adequate for the proposed program.

Program Budget: A total of \$60,000 in new funds will be needed for the program in the first five years, and a total of \$165,672 will be available through tuition.

**Attachment 3
 Alabama A&M University**

**Master of Science
 Kinesiology**

Applied Sport Science			Alternative Physical Education	Traditional Physical Education
Common Kinesiology Core Coursework			See Column 1	See Column 1
- Biomechanics	PED 512			
- Management of PE & Athletics	PED 507			
- Legal Issues	PED 515			
- Research in PA & Sport	PED 598			
(7 Elective Courses w/ advisor approval)			PED 504	PED 504
Choose any 3	Choose any 2	Choose any 2	FED 529	FED 529
Humanities	Sciences	Pedogogy	FED 501	FED 501
PED 500	PED 503	PED 504	FED 504	EDL 530
PED 501	PED 506	PED 509	SED 515	FED 500
PED 508	PED 511	PED 516	SPE 530	SED 527
PED 514			SPE 501 *	SPE 501 *
			PED 595	PED Elective 1 _____
			PED Elective 1 _____	
			PED Elective 2 _____	
33 Total Cr Hrs			42-45* Total Cr Hrs	33-36* Total Cr Hrs

**AAMU Master of Science in Kinesiology
 Curricular Offerings**

<u>Course Prefix / #</u>	<u>Course Title</u>	<u>Credit Hours</u>
PED 500	History and Philosophy of Physical Activity and Sport	3
PED 501	Sociology of Sport	3
PED 503	Advanced Exercise Physiology	3
PED 504	Curriculum and Instruction	3
PED 506	Evaluation and Measurement in PE and Sport	3
PED 507	Management of Physical Education and Athletic Programs	3
PED 508	Psychomotor Foundations of Sport	3
PED 509	Coaching Theory and Techniques	3
PED 511	Science and Medicine in Sport	3
PED 512	Biomechanics	3
PED 514	Current Readings in Physical Activity and Sport	3
PED 515	Legal Issues in Physical Activity and Sport	3
PED 516	Movement for Special Populations	3
PED 598	Research in Physical Activity and Sport	3

DECISION ITEM A-3: Alabama State University, Bachelor of Science in Biomedical Engineering (CIP 14.0501)

EXECUTIVE SUMMARY

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

Program Objective: The goals of the proposed program will be to:

1. Prepare students for critical and analytical thinking, well versed skills and impart technical knowledge to merge the components of engineering and biology to be applied to the human health and medical field.
2. Prepare qualified graduates to commence their career towards higher degrees such as M.S. and Ph.D. in biomedical engineering and other health related professions.
3. Increase the role of the institution to enhance the national position of the state of Alabama for gold standard education and professional preparation of outstanding bioengineers by working towards creating a center for excellence in biomedical engineering.

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

Mode of Delivery: According to ASU officials, some general education coursework will be offered online.

Similar Programs: The University of Alabama at Birmingham has the Bachelor of Science in Biomedical Engineering (BSBME) in Biomedical Engineering.

Collaboration: According to ASU, opportunities exist for ASU and UAB to work collaboratively toward preparing highly qualified biomedical engineering professionals. In addition, other organizations such as Jackson Hospital, Baptist Hospital, University of Wisconsin Medical School, University of Maryland Baltimore Campus and many others have all agreed to work with ASU in making sure the proposed program succeeds. Also, a good number of the institutions have expressed willingness to conduct collaborative activities through their responses to ASU's notice of intent to submit a proposal. The support obviously helps to drive the state's biomedical engineering education agenda and ultimately strengthen the state's training capacity in the biomedical engineering profession.

Resources: The proposal projected that a total of \$5,858,031 in estimated new funds will be required to support the proposed program. A total of \$7,278,642 will be available through internal reallocation, extramural funds, and tuition.

Public Review: The program proposal was posted on the Commission website from March 27 through April 17 for public review and comment. No comments were received.

Rationale for Staff Recommendation:

1. Locally, projected job openings in Biomedical Engineering will be over 200 in the next five years according to ASU's proposal.

DECISION ITEM A-3: Alabama State University, Bachelor of Science in Biomedical Engineering (CIP 14.0501)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Biomedical Engineering with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2015. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2015-16, will be at least 7, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2019-20 (two-year average) will be at least 10, based on the proposal.
3. That a follow-up survey be conducted that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Alabama State University (ASU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2020.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Alabama State University program proposal, dated February 21, 2014. Available upon request.

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

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2014

INSTITUTION Alabama State University
PROGRAM Bachelor of Science in Biomedical Engineering (CIP 14.501)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY	<u>\$562,500</u>	<u>\$590,704</u>	<u>\$885,781</u>	<u>\$1,078,513</u>	<u>\$1,132,482</u>	<u>\$4,249,979</u>
LIBRARY	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$100,000</u>
FACILITIES	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$100,000</u>
EQUIPMENT	<u>\$200,000</u>	<u>\$200,000</u>	<u>\$100,000</u>	<u>\$100,000</u>	<u>\$100,000</u>	<u>\$700,000</u>
STAFF	<u>\$93,750</u>	<u>\$98,437</u>	<u>\$103,368</u>	<u>\$108,535</u>	<u>\$113,961</u>	<u>\$518,052</u>
RESEARCH/OTHER	<u>\$68,000</u>	<u>\$26,000</u>	<u>\$42,000</u>	<u>\$32,000</u>	<u>\$22,000</u>	<u>\$190,000</u>
TOTAL	<u>\$994,250</u>	<u>\$985,141</u>	<u>\$1,151,149</u>	<u>\$1,339,048</u>	<u>\$1,388,443</u>	<u>\$5,858,031</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	<u>\$950,000</u>	<u>\$950,000</u>	<u>\$950,000</u>	<u>\$950,000</u>	<u>\$950,000</u>	<u>\$4,750,000</u>
EXTRAMURAL	<u>\$250,000</u>	<u>\$300,000</u>	<u>\$500,000</u>	<u>\$550,000</u>	<u>\$600,000</u>	<u>\$2,200,000</u>
TUITION	<u>\$40,522</u>	<u>\$50,065</u>	<u>\$60,780</u>	<u>\$75,975</u>	<u>\$101,300</u>	<u>\$328,642</u>
TOTAL	<u>\$1,240,522</u>	<u>\$1,300,065</u>	<u>\$1,510,780</u>	<u>\$1,575,975</u>	<u>\$1,651,300</u>	<u>\$7,278,642</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>5</u>	<u>10</u>	<u>15</u>	<u>20</u>	<u>10</u>	<u>12</u>
NEW ENROLLMENT HEADCOUNT	<u>5</u>	<u>5</u>	<u>6</u>	<u>9</u>	<u>10</u>	<u>7</u>
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>0</u>	<u>0</u>	<u>8</u>	<u>12</u>	<u>10</u>

Attachment 2

Summary of Background Information

Bachelor of Science in Biomedical Engineering
Alabama State University

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

Objectives: To satisfy the growing need for undergraduate education in biomedical engineering, and to prepare students for a research based undergraduate education in the discipline.

Goals of the proposed program are to:

1. Prepare baccalaureate-level biomedical students with methodological knowledge, skills, and abilities to enter and provide contributions to the field of biomedical engineering.
2. Prepare baccalaureate-level biomedical engineering students to enter advanced graduate study with the opportunity to receive specialized advanced training in biomedical computing imaging and instrumentation engineering, biomechanical engineering, or biological tissue engineering.
3. Contribute to elevating the State of Alabama's national position as an emerging leading source in professional preparation, education and capacity in biomedical engineering.

Student learning outcomes for the proposed program are as follows:

1. Ability to understand the problem, think critically and solve it by applying the knowledge of mathematics, engineering and biology.
2. Knowledge and ability to design biomedical devices or processes for realistic requirements and to work smartly within economical as well as ethical boundaries.
3. Capability of designing and conducting experiments, further analyzing and interpreting data for application -based outcome.
4. Ability to function independently as well as working as an efficient member of a multidisciplinary team.
5. Ability to show professional and ethical responsibilities.
6. Capability to communicate efficiently about work through oral presentations and excellent writing skills.
7. Aptitude towards recognizing contemporary issues and working on them for the betterment of society and global well-being.
8. Demonstration of recognition of the need for life-long learning and the impact of biomedical engineering as a tool for day- to-day living.
9. Ability to use the modern engineering tools necessary for engineering practice and interface between engineering and medicine.
10. Skills to work on issues related to, and interaction between, living and non-living materials and systems.

11. Being a part of innovative and meaningful research contributing to the advancement of the biomedical engineering field.
12. Leadership qualities enhanced by being a part of professional society, project teams, and student organizations.

Program outcomes for the proposed program are as follows:

1. A high performance biomedical engineering program that produces aspiring candidates for advance graduate study and /or careers in government and private organizations.
2. Produce intellectuals with sound knowledge of engineering and biology and interface between the two fields.
3. Produce students who will have state-of-the-art hands on experience for experimental work which will lead to shaping innovative researchers having the capacity to take their innovations from labs to bedsides in hospitals within the constraints of social and ethical issues.
4. Produce graduates with excellent profiles enhancing their performances by lifelong learning and using their skill to impact society.
5. Make efficient working personnel with effective communicative skills aspiring to all the classes of community.

Administration: The program will be administered by Kennedy Wekesa, Interim Dean, College of Science, Mathematics, and Technology.

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

Accreditation: The Accreditation Board for Engineering and Technology (ABET) is the recognized body for the accreditation of Engineering and Technology Programs. The ASU administration and faculty are committed to applying for ABET accreditation as soon as eligible (within 6 years of program initiation). ABET accredits biomedical engineering education programs that lead to the bachelor's degree in biomedical engineering or in any engineering programs. Although ABET accreditation in biomedical engineering is voluntary, it is designed to ensure the quality of academic programs and to foster excellence in biomedical engineering education. Students who graduate from accredited programs have access to enhanced opportunities in employment; licensure, registration and certification; graduate education and global mobility.

Curriculum: Program completion requirements are shown below.

- Credit hours required in major: 55 semester hours (sh)
- Credit hours in general education or core curriculum: 31 (sh)
- Credit hours in required or free electives: 46 (sh)
- Total credit hours required for completion: 132 (sh)

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

BME 110 Introduction to Biomedical Engineering (3)
BME 210 Introduction to Computers for Engineers (3)
BME 212 Biofluid Mechanics (3)
BME 220 Introduction to Biomechanics (3)
BME 221 Introduction to Biomechanics Lab (1)
BME 230 Computational System Biology (3)

- BME 312 Mechanics of Materials (3)
- BME 322 Developmental Systems Biology (3)
- BME 323 Developmental Systems Biology Lab (1)
- BME 325 Molecular Pathways and Signaling (3)
- BME 337 Biomed Transport Phenomena (4)
- BME 370 Biomedical Devices and Systems (3)
- BME 371 Biomedical Devices and Systems Lab (1)
- BME 400 BME Undergraduate Research for Engineers (3)
- BME 410 Introduction to Biomaterials (3)
- BME 412 Tissue Engineering (3)
- BME 414 Wavelets and its Applications (3)
- BME 425 Biomaterials and Tissue Engineering (3)
- BME 435 Applied Bioengineering Mathematics (3)
- BME 440 Anatomy and Physiology for Engineers (3)
- BME 441 Anatomy and Physiology for Engineers Lab (1)
- BME 442 Kinetics and Thermodynamics (3)
- BME 443 Biomedical Engineering Measurement Lab (1)
- BME 444 Numerical Modeling in Bio Systems (4)
- BME 450 Bioelectric Systems (3)
- BME 451 Biomedical Image Analysis (3)
- BME 490 Senior Design I Lecture/Projects (3)
- BME 491 Senior Design II Lecture/Projects (3)

Collaboration: According to ASU, opportunities exist for ASU and UAB to work collaboratively toward preparing highly qualified biomedical engineering professionals. In addition, other organizations such as Jackson Hospital, Baptist Hospital, University of Wisconsin Medical School, University of Maryland Baltimore Campus and many others have all agreed to work with ASU in making sure the proposed program succeed. Also, a good number of the institutions have expressed willingness to conduct collaborative activities through their responses to ASU's notice of intent to submit a proposal. The support obviously helps to drive the state's biomedical engineering education agenda and ultimately strengthen the state's training capacity in the biomedical engineering profession.

Distance Education: According to ASU officials, the program will not be offered online.

Admissions: All students admitted to the proposed program will be selected based upon the specific minimum requirements for admission established by the university. A strong high school background, competitive GPA, minimum test score and a career statement is expected of each student.

GPA and Test Scores

- A minimum ACT of 27 or higher or SAT score of 1250 (critical reading and math) and
- A minimum GPA of 2.75 or higher

Career Statement

- Students applying to the program will submit a career statement.

Applicant Screening Process

- A student-initiated application for admission to the proposed program must be submitted through the university admissions office. The applicants will be reviewed based on the admission policies of the university and other specific departmental admission policies, if any, to make sure the potential applicant meets the necessary criteria for admission before the applicant is admitted. The overall ranking/GPA of the applicant from high school or equivalent qualification plus the ACT/SAT will play significant roles in the admission of an applicant and readiness of the applicant for success if admitted. Students will be notified of their status. Those who are not accepted will be provided with information about

prerequisite coursework or other program options at the university for which he/she may consider.

Need: It is estimated that over the next decade, about 178,300 more engineers will be needed with fastest growth in biomedical, civil, environmental, industrial, and petroleum engineering according to the Bureau of Labor Statistics *Occupational Outlook Handbook*. Even in these tighter economic times, new engineering bachelor's degree graduates earn some of the highest starting salaries, and unemployment has not hit the profession as hard as others. The median income according to university officials is about \$81,540 per year. The overall growth of jobs in biomedical engineering is about 62 percent, much faster than the average.

According to ASU's proposal, unprecedented demands have been placed on the need for more biomedical engineers that will be needed to fill the over 62 percent job growth in biomedical engineering in the coming decades. As a result of this demand, the availability of individuals with the requisite skills and education to fill the new positions is severely limited. Concomitantly, it is imperative to have more educational institutions to train future biomedical engineers to fill those new positions.

Table VII: Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	35	40	45	51	58	229
State	133	150	167	188	213	851
SREB	398	448	504	507	638	2555
Nation	862	969	1090	1226	1379	5526

Overall, the present state of biomedical engineering is very much in rapid development. There is a need for well-trained biomedical engineers to work in biomedical engineering laboratories, industries, medical fields, government agencies, and educational institutions in order to meet a growing demand that will continue to grow for at least the next decade or more. The recent attention to biomedical engineering has also brought federal funding to the field from several federal funding agencies such as NSF and NIH.

Student Demand: Five-year enrollment projections for the B.S. in Biomedical Engineering program at ASU are based upon several factors, including a) the number of full-time faculty members who will comprise the primary research and training faculty; b) average applicant to enrollment projections from similar programs in the southeast region (in-state and out-of-state); c) student interest gauged by 5-year graduation rate trends from B.S. level biomedical engineering degree programs in the U.S.

Resources:

Faculty/Staff:

Current Primary Faculty—
 Full-time: 8
 Part-time: 0
 Current Support Faculty--
 Full-time: 11
 Part-time: 0

Additional Qualified Faculty to be employed--

Primary Faculty—	
Full-time:	5
Part-time:	0
Support Faculty—	
Full-time:	3
Part-time:	0

Support Staff: Support technical staff (laboratory manager or laboratory technician) and one administrative assistant will also be required for the program.

Equipment: The total cost of equipment needed for the proposed program is \$700,000 over a five-year period. The list of equipment for the proposed program is extensive. A copy of the equipment list is available.

Facilities: The proposed biomedical engineering program will be housed in the Life Science Building (LSB) that houses the Ph.D. in Microbiology and the B.S. and M.S. in Biological Sciences. The tissue engineering, the anatomy and physiology and the development systems biology laboratories that will be used in the biomedical engineering program are located in the LSB. The measurement and analysis lab and the biomedical devices and systems lab are located in our Harper C. Trenholm (OSB). Additional shared laboratories like the biomechanics and rehabilitation laboratories are located in the John Buskey Building (JBB) where the College of Health Sciences is located on the campus of Alabama State University. The faculty offices and administrative suite, classroom and teaching laboratory space, research laboratory space will be located in Life Science and Harper C. Trenholm Buildings. The Center of Excellence for Communication Systems and Image Processing (CECSIP) located in Hatch Hall will support all of the Biomedical Image Processing Research activities. There are storage areas, wireless and video teleconference capacities in these buildings. No structural renovations will be required.

Library: ASU has sufficient library resources to support the proposed program.

Program Budget: The proposal projected that a total of \$5,858,031 in estimated new funds will be required to support the proposed program. A total of \$7,278,642 will be available through internal reallocation, tuition and extramural funds.

Attachment 3

**ASU
Bachelor of Science in Biomedical Engineering**

A) CORE CURRICULUM (31 HRS)

ENGLISH COMPOSITION (6 HRS)

English Composition I	ENG 131	3	
English Composition II	ENG 132	3	
Or			
English Composition (Honors) I	ENG 140	3	
English Composition (Honors) II	ENG 141	3	6 Credit Hrs.

HUMANITIES and FINE ARTS (12 HRS)

Humanities	HUM 103	3	
Introduction to Literature I	ENG 209	3	
Introduction to Literature II	ENG 210	3	
Introduction to Theatre Arts	THE 111	3	
Or			
Music Appreciation	MUS 121	3	
Or			
Art Appreciation	ART 131	3	
Interdisciplinary Humanities	HUM 101	3	
Or			
Interdisciplinary Humanities	HUM 101	3	
Or			
Voice and Diction	HUM 101	3	
Or			
Public Speaking	HUM 101	3	
Or			
Logical Reasoning	HUM 101	3	12 Credit Hrs

HISTORY, SOCIAL AND BEHAVIORAL SCIENCES (12 HRS)

World Geography	GEO 206	3	
World History I	HIS 131	3	
World History II	HIS 132	3	
Societies Around the World	ANT 113	3	
Or			
Principles of Economics I	ECO 251	3	
Or			
Introduction of Economics	ECO 254	3	
Or			

American Government	POS 207	3	
Or			
General Psychology	PSY 251	3	
Or			
Introduction to Sociology	SOC 110	3	12 Credit Hrs.

ORIENTATION (1 HR)

Freshman Orientation	ORI 100	1	1 Credit Hr.
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B) PRE-PROFESSIONAL STUDIES (46 HRS)

	<u>COURSE#</u>	<u>CRS</u>	
Pre-Calculus Trigonometry	MAT 165	5	
Calculus & Analytical Geometry I	MAT 265	4	
Calculus & Analytical Geometry II	MAT 266	4	
Differential Equations	MAT 375	3	
General Biology I	BIO 127	4	
General Biology II	BIO 128	4	
General College Chemistry I	CHE 141	4	
General College Chemistry II	CHE 142	4	
General Physics I	PHY 210	4	
General Physics II	PHY 211	4	
Intro to Biomedical Engineering	BME 110	3	
Introduction to Computer for Engineers	BME 210	3	46 Credit Hrs.

C) REQUIRED PROFESSIONAL – MAJOR FIELD CURRICULUM (52) HRS)

(Students will select classes in Tract I, II or III)

Introduction to Biomechanics	BME 220	3	
Introduction to Biomechanics Lab	BME 221	1	
Developmental Systems Biology	BME 322	3	
Developmental Systems Biology Lab	BME 323	1	
Biomed Transport Phenomena	BME 325	3	
Biomedical Devices and Systems	BME 370	3	
Biomedical Devices and Systems Lab	BME 371	1	
Signals and Systems	BME 380	3	
Introduction to Biomaterials	BME 410	3	
Wavelets and its Applications	BME 414	3	
Anat. and Physiology for Engineers	BME 440	3	
Anat. and Physiology for Engineers Lab	BME 441	1	
Kinetics and Thermodynamics	BME 442	3	
Numerical Modeling in Biomedical Sys.	BME 444	3	
Biomed Engr. Measurement & Anal. Lab	BME 443	1	
Senior Design I Lecture/Projects	BME 490	3	
Senior Design II Lecture/Projects	BME 491	3	Total 41 Credit Hrs.

Required Track Hours (6 HRS.)

Track I Biological Tissue Engineering

Computational System Biology	BME 230	3
Molecular Pathways and Signaling	BME 325	3
Biomaterials and Tissue Engineering	BME 425	3

Track II Biomechanics and Rehabilitation Bioengineering

Biofluid Mechanics	BME 212	3
Tissue Engineering	BME 412	3
Mechanics of Materials	BME 312	3

Track III Biomedical Imaging and Instrumentation

Computational System Biology	BME 230	3
Bioelectric Systems	BME 450	3
Biomedical Image Analysis	BME 451	3
		<u>3 Total 6 Credit Hrs. from any Track.</u>

Required Support Courses (8HRS.)

Organic Chemistry I & Lab	CHE 211	5
Probability and Statistics I	MAT 472	3

Total 8 Credit Hrs.

TOTAL SEMESTER HOURS REQUIREMENTS***132 Credit Hrs.**

In the undergraduate biomedical engineering curriculum, the student has to take 31 credit hours of core curriculum courses comprising of 6 credit hours of English Composition, 12 credit hours of Humanities and Fine Arts courses, 12 credit hours of History, Social and Behavioral Sciences and 1 credit hour of Orientation. In the pre-professional studies area, a total of 46 credit hours of courses are required. The student is expected to complete 55 credit hours of major professional courses which include 41 credit hours of major required courses, 6 credit hours from any of the three tracks of the student's choice and 8 credit hours from the required support courses. A total of 132 credit hours are required to complete the undergraduate biomedical engineering for the B.S. degree.

A summary is as follows:

(A) Core Curriculum.....	31 Credit Hrs.
a. English Composition.....	6 Credit Hrs.
b. Humanities and Fine Arts.....	12 Credit Hrs.
c. History, Social and Behavioral Science...	12 Credit Hrs.
d. Orientation	1 Credit Hr.
(B) Pre-Professional Studies.....	46 Credit Hrs.
(C) Professional-Major Field Curriculum.....	52 Credit Hrs.
a. Required Major Courses.....	41 Credit Hrs.
b. Track Required Courses.....	6 Credit Hrs.
c. Required Support Courses.....	8 Credit Hrs.
Overall Total Required for B.S. Degree	132 Credit Hrs.

DECISION ITEM A-4: Athens State University, Bachelor of Science in Information Assurance (CIP 52.1201)

EXECUTIVE SUMMARY

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

Program Description: The goal of the proposed program is to support the mission of Athens State University which is to deliver excellence in academic education, and support workforce development by providing an affordable education at the baccalaureate level.

The proposed Information Assurance (IA) program will offer a broad-based program of study with emphasis on preparation of professionals who are responsible for meeting regulatory and legislative requirements for information assurance. This training and study will prepare graduates to be leaders in information assurance in both government and industry and will provide graduates a global outlook, interpersonal skills, leadership and management skills, and discipline awareness.

Role: The program is within the instructional role recognized by the Commission for Athens State University (ATSU).

Mode of Delivery: The proposed program is designed to meet the needs of both traditional and non-traditional students. Therefore, distance learning will be one mode of course delivery. Athens State University currently uses both formats making extensive use of technology for delivery of education including Blackboard® for content management, video lectures provided by Tegrity®, and virtual, interactive classes using Wimba™. In addition, the use of hands-on lab activities, real-time chats, collaborative discussions, as well as proctored online testing will be incorporated for a thorough, high quality learning experience. Current instructors are highly experienced in the use of the technology required to deliver online courses. Course content, faculty, and tuition costs are the same for both campus and distance students ensuring uniform quality of curriculum, and minimum cost to all types of students.

Similar Programs: Currently, the University of Alabama; the University of Alabama in Huntsville; the University of Alabama in Birmingham; Auburn University Montgomery; the University of West Alabama; and the University of North Alabama have baccalaureate programs listed at CIP 52.1201 in the Academic Program Inventory.

Collaboration: According to ATSU officials, future collaboration is not excluded.

Resources: A total of \$20,000 in estimated new funds will be needed for the program over the first five years. A total of \$195,840 will be available through tuition.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to ATSU's proposal, the Department of Homeland Security plans to hire 1,000 cyber experts in three years to protect the nation's cyber infrastructure.
2. The proposed program is specifically designed to attract adults working full-time in local, regional, state, and federal government entities, and in the public and private sector who have information assurance and information security responsibilities; and
3. This program will transfer students from the Alabama community colleges with associate degree programs in computer information security and business the opportunity to articulate into a baccalaureate program.

DECISION ITEM A-4: Athens State University, Bachelor of Science in Information Assurance (CIP 52.1201)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science (BS) in Information Assurance.

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

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 10, based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 10, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Athens State University (ATSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Athens State University program proposal, submitted January 15, 2014. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Athens State University

PROGRAM Bachelor of Science in Information Assurance

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER (Training)	\$5,000	\$5,000	\$5,000	\$5,000	\$0	\$20,000
TOTAL	\$0	\$0	\$0	\$0	\$0	\$20,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$17,280	\$23,040	\$37,440	\$51,840	\$66,240	\$195,840
FEES	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$17,280	\$23,040	\$37,440	\$51,840	\$66,240	\$195,840

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	10	13	20	28	35	21
NEW ENROLLMENT HEADCOUNT	3	8	12	12	14	10
DEGREE COMPLETION PROJECTIONS	0	4	7	11	16	10

Attachment 2

Summary of Background Information

Bachelor of Science in Information Assurance
Athens State University

Role: The program is within the instructional role recognized by the Commission for Athens State University (ATSU).

Program Description: The goal of this program is to support the mission of Athens State University and the Department of Postsecondary Education to deliver excellence in academic education, and support workforce development by providing an affordable education at the baccalaureate level.

The proposed Information Assurance (IA) program will offer a broad-based program of study with emphasis on preparation of professionals who are responsible for meeting regulatory and legislative requirements for information assurance. This training and study will prepare graduates to be leaders in information assurance in both government and industry and will provide graduates a global outlook, interpersonal skills, leadership and management skills, and discipline awareness.

The following objectives have been established for the proposed Information Assurance program:

- To provide a unique educational opportunity at the undergraduate level and to reduce the vulnerability in our national information infrastructure by promoting higher education in Information Assurance and producing a growing number of professionals with IA expertise.
- To incorporate into the program of study Information Assurance theory and application that will provide students with critical knowledge needed to protect an organization's information assets and systems and prepare them to make strategic decisions about information security issues.
- To address the acute shortage of trained information assurance professionals and an escalating need for their skills in the face of accelerating cyber-attacks both nationally and internationally.

Upon Completion of the Information Assurance program, graduates will:

- a. Understand how technology relates to computer system security and network practices in Information Assurance.
- b. Effectively use critical-thinking and decision-making in the development of an effective data management plan that utilizes proven Information Assurance procedures, tools, and techniques.
- c. Effectively communicate both orally and in writing, to establish effective interaction with corporate management on IA related issues.
- d. Understand the legal and ethical issues associated with information security, privacy, and digital rights.
- e. Have the ability to conduct risk and vulnerability assessments of planned and installed information systems to identify vulnerabilities, risks, and protection needs.
- f. Have the ability to develop systems security contingency plans and disaster recovery procedures.
- g. Have solid knowledge of accounting, economics, management, marketing, quantitative skills, legal issues, and production theory and concepts required to plan and implement security strategies that reduce risk and enhance protection of information assets and systems

Administration: The program will be administered by the Department of Acquisition and Logistics (Dr. Thomas Pieplow, Chairperson) in the College of Business (Dr. Kim LaFavor, Dean).

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAO). There was concern about the program name and CIP code designation from one commenting institution. The institution stated that, "a CIP code related to business school programs will be more appropriate." The USA determined that the program name and CIP should be changed from Information Security and Assurance, CIP 11.1003 to Information Assurance, CIP code 52.1201 to better reflect the content of the proposed program.

Accreditation: According to the proposal, there is no specialized accreditation for the proposed program.

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

- IA 409 Management of Information Assurance
- IA 410 Information Assurance Administration and Operations Management
- IA 411 Information Assurance Strategic Management
- IA 412 Management of Business Contingency and Resilience Planning
- IA 413 Information Assurance Systems and Product Administration
- IA 414 Information Assurance Governance (CAPSTONE)

Program Completion Requirements

Credit hours required in major: 44 semester hours (sh)

Credit hours required in minor: 18 sh

Credit hours in general education: 62 sh

Credit hours in required in free electives: none

Credit hours in concentration:

Total credit hours required for completion: 124 sh

Collaboration: According to ATSU officials, future collaboration is not excluded.

Distance Education: The proposed program is designed to meet the needs of both traditional and non-traditional students. Therefore, distance learning will be one mode of course delivery. Athens State University currently uses both formats making extensive use of technology for delivery of education including Blackboard® for content management, video lectures provided by Tegrity®, and virtual, interactive classes using Wimba™. In addition, the use of hands-on lab activities, real-time chats, collaborative discussions, as well as proctored online testing will be incorporated for a thorough, high quality learning experience. Current instructors are highly experienced in the use of the technology required to deliver online courses. Course content, faculty, and tuition costs are the same for both campus and distance students ensuring uniform quality of curriculum, and minimum cost to all types of students.

Admissions: According to the proposal, a community/junior college transfer student may be admitted to ATSU provided he or she has earned (1) a degree from a two-year institution accredited by SACS/COC or other regional accrediting agency, or (2) sixty to sixty-four semester hours of college credit with a 2.0 grade point average on a 4.0 scale or (3) completed all general studies curriculum core requirements (Areas I-IV) and submitted early transfer forms to ATSU.

A student who has completed a minimum of freshman and sophomore years at a regionally accredited four-year institution may be admitted to ATSU with a 2.0 grade point average on a 4.0 scale.

A student from a regionally accredited technical college/institute may be admitted as a degree-seeking student provided he or she has completed a technical program and has received a degree, diploma, or certificate.

Need: The proposed program responds to national and local employment and career trends, potential student interest, regional expertise in the discipline, and the needs of students currently employed in the discipline. While the broad field of information systems management has become familiar for university degrees, the focus on information assurance and security is less common. ATSU already strong

programs in business, Enterprise Systems Management and Information Systems Management minor, will provide many of the courses for the new degree and strengthen the focus established by our existing Information Assurance minor to respond to this emerging area of need.

Information is one of the most valuable assets of any organization. There is a strong focus both nationally and internationally on protecting information in both the public and private sectors. Employment opportunities are increasing, both in new positions and in the numbers employed in each type of position. The Department of Defense (DoD) Information Assurance workforce alone accounts for almost 80,000 positions, with an additional 20,000 positions supplied by supporting contractors (2005 Department of Defense Federal Information Security Management Act (FISMA) report). The Base Realignment and Closure (BRAC) has and will continue to have a significant impact on the North Alabama workforce. The DoD issued Directive 8570, Information Assurance instruction, that requires training and certification for military, civilian, and contractor personnel performing information assurance functions. The proposed degree program can assist those personnel in meeting the regulatory and legislative requirements for such training.

Although this degree program is not targeted toward the entry-level certifications (A+, Security+, and Network+), many individuals will bring prior experience or transfer credit from Alabama community colleges that provides the foundations for those certifications. The Information Assurance degree will provide the necessary management skills for these students who are entering or who will enter IA positions.

Student Demand: A student survey was conducted to determine interest from current students who might wish to enter the new program. A total of 178 students responded to the survey. Of these, 43 percent indicated an interest in the proposed Information Assurance program. Surveys were also conducted in selected freshman/sophomore classes at Wallace State Community College in Hanceville, and Calhoun Community College among students who may be attending ATSU within the next year to two years. A total of 66 students responded to the survey. Of these, 64.0 percent indicated an interest in the proposed program. Enrollment projections are based on survey response indicating interest and also on previous growth in programs.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 4

Part-time: 1

Current Support Faculty—

Full-time: 9

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

There are no plans to hire new faculty at the present time. Courses will be taught by qualified full and part time faculty. Faculty needs will be regularly assessed and additional faculty may be hired based upon a business case analysis, enrollment growth and/or long term stability of qualified faculty.

Staff Support: Currently, there are two staff members who will provide support for the new program. These include an administrative assistant and a secretary within the College of Business. No additional support staff will be needed.

Equipment: There is no special equipment needed for the proposed program.

Facilities: No additional facilities will be needed for the proposed program.

Library: According to the proposal, Information Assurance is a relatively new academic area and, as such, has a limited body of existing scholarly literature. Because it is a new field, the majority of research materials in this area will be found in the professional and academic periodicals. The ATSU Library provides access to a broad collection of these periodicals through subscriptions to online databases, including ABI/Inform Complete, ProQuest Computing, Business Source Premier, General Business File ASAP, Academic Search Premier, and Expanded Academic ASAP. As shown in the table below, a search conducted in these databases using the subject term "Information Assurance" retrieves a very large body of results, over 90 percent of which are available in full-text through the ASU electronic library. Access to these databases should provide sufficient periodical resources to support student research in the field.

Database Name (Provider)	Total Results	Full-text
Business Source Premier (EBSCO)	1050	576
ABI/Inform Complete (ProQuest)	10768	10526
Academic Search Premier (EBSCO)	242	115
ProQuest Computing (ProQuest)	3387	3325
General Business File ASAP (Infotrac/Gale)	3054	2767
Expanded Academic ASAP (Gale)	351	278

The Library of Congress Subject Heading for "Information Assurance" returns 55 books. This is a new field of study which has produced a very small body of book-length publications to date. There are 1175 books in English utilizing the topical added entry term are listed in WorldCat, that have been published since 2000. Using the keywords "Information Assurance" in the ATSU catalog retrieves 11 relevant titles, of which one is held in a print format and the remaining 10 are e-books. In addition, ATSU has 34 titles in the relevant related area of "information security". Current holdings in the University Library are adequate to support the program and additional holdings will continue to be acquired to support the program. Should the proposed Information Assurance program be approved, ATSU is prepared to enhance the existing library collection as needed to fully support the program.

Program Budget: A total of \$20,000 in estimated new funds will be needed for the program over the first five years. A total of \$195,840 will be available through tuition.

Attachment 3

**Athens State University
 Bachelor of Science in Information Assurance
 Curriculum**

APPENDIX A ATHENS STATE UNIVERSITY COLLEGE OF BUSINESS BACHELOR OF SCIENCE IN INFORMATION ASSURANCE 4-YEAR CURRICULUM PLAN (SAMPLE)	
Year 1 and Year 2:	62 SH
<i>General education requirements and pre-professional courses are completed at an accredited community college or institution of higher education and students transfer to ASU to complete the junior and senior years of the baccalaureate degree.</i>	
Athens State University:	
ASU: Year 3-Fall Term	12 SH
MK 331 Principles of Marketing	3SH
MG 302 Management Information Systems	3SH
MG 320 Organizational Communication	3SH
MG 346 Principles of Management and Leadership	3SH
ASU: Year 3 -SpringTerm	12 SH
IA 409 Management of Information Assurance	3SH
MG 350 Financial Management	3SH
MG 390 Operations Management	3SH
Minor 1	3SH
ASU: Year 3 ■ Summer Term	12 SH
IA 410 Information Assurance Administration and Operations Management	3SH
IA 411 Information Assurance Strategic Management	3SH
Minor 2	3SH
Minor 3	3SH
ASU: Year 4 - Fall Term	12 SH
IA 412 Management of Business Contingency and Resilience Planning	3SH
IA 413 Information Assurance Systems and Product Acquisition	3SH
MG 352 International Business OR EC 320 International Commerce	3SH
Minor 4	3SH
ASU: Year 4 ■ Spring Term	14 SH
IA 414 Information Assurance Governance (CAPSTONE)	3SH
Minor 5	3SH
Minor 6	3SH
MG 420 Business Policy	3SH
MG 480 Senior Seminar	2SH
Total ASU Hours	62 SH
TOTAL HOURS	124 SH

DECISION ITEM A-5: The University of South Alabama, Bachelor of Science in Instructional Design and Performance Improvement (CIP13.9999)

EXECUTIVE SUMMARY

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

Program Objective: The proposed program in Instructional Design and Human Performance Improvement is intended to graduate professionals who are prepared to improve the capacity of an organization to meet its operational imperatives. This improvement is achieved through enhancing the competence of its employees to meet the demand for new skills while working collaboratively in a team-based environment.

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

Mode of Delivery: The USA Learning Management System is already in place and will be used to deliver 100 percent of the courses. The last two years of this program will be delivered completely online. The existing Master of Science program in Instructional Design and Development is currently fully online and many of the PhD courses are online as well. All courses are designed according to the Quality Matters Course standards. The Quality Matters (QM) Program is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components. Colleges and universities across and beyond the U.S. use the tools in developing, maintaining and reviewing their online courses and in training their faculty.

Similar Programs: Currently, USA has an MS and PhD in Instructional Design and Development, in addition to an EdS in Instructional Specialist at CIP 13.9999 in the Academic Program Inventory.

Collaboration: At the current time there are no similar programs in the state. Because this is an upper-level program, collaborations have been established with community colleges in the area and region. The purpose of these collaborations is to work with faculty so they are aware of this program and can advise their students that this is a viable option for a BS degree. In addition, the University of South Alabama has both a MS and a PhD program in Instructional Design and Development which may be attractive to many students.

Resources: The proposal projected that a total of \$22,200 in estimated new funds will be required to support the proposed program. A projected total of \$1,905,750 will be available through tuition.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. There are no other baccalaureate programs in the state in Instructional Design and Performance Technology.
2. The USA has both the MS and PhD in Instructional Design and Performance Improvement.

DECISION ITEM A-5: The University of South Alabama, Bachelor of Science in Instructional Design and Performance Improvement (CIP 13.9999)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Instructional Design and Performance Improvement.

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

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 25, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2018-19 (two-year average) will be at least 10, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in continuing in related graduate work.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of South Alabama (USA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2014

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The University of South Alabama program proposal, received March 19, 2014. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION The University of South Alabama

PROGRAM Bachelor of Science in Instructional Design and Performance Improvement (CIP 13.9999)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY*	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$9,000	\$3,300	\$3,300	\$3,300	\$3,300	\$22,200
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$9,000	\$3,300	\$3,300	\$3,300	\$3,300	\$22,200

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	0	\$0	\$0
TUITION	\$149,580	\$274,230	\$340,710	\$554,910	\$586,320	\$1,905,750
TOTAL	\$149,580	\$274,230	\$340,710	\$554,910	\$586,320	\$1,905,750

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	25	41	55	71	76	54
NEW ENROLLMENT HEADCOUNT	25	25	25	25	25	25
DEGREE COMPLETION PROJECTIONS	0	0	0	8	11	10

Attachment 2

Summary of Background Information

Bachelor of Science (BS) in Instructional Design and Performance Improvement
The University of South Alabama

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

Description and Objectives: The proposed program in Instructional Design and Human Performance Improvement is intended to graduate professionals who are prepared to improve the capacity of an organization to meet its operational imperatives. This improvement is achieved through enhancing the competence of its employees to meet the demand for new skills while working collaboratively in a team-based environment. Specific objectives of the program include the following:

- a) To prepare undergraduates to be effective in designing, developing, implementing, and evaluating training programs.
- b) To prepare undergraduates to analyze performance problems and design appropriate interventions above and beyond instructional interventions to improve human performance in a variety of organizational settings.
- c) To provide an undergraduate pipeline that will attract more students into graduate study in Instructional Design and Development, Counselor Education, and Clinical and Counseling Psychology.
- d) To meet the need of local and regional employers for individuals who are able to develop and implement systematic employee improvement programs in their organizations.

The program will engage students in the practice of analyzing, designing, developing, implementing, and evaluating instructional interventions. As a result, graduates will be prepared to create and implement instructional systems aimed at maximum acquisition of knowledge and skills. The requisite courses in Instructional Design and Development (IDD) have their roots in cognitive and behavioral psychology, with influences from andragogy (adult learning), that rely on pedagogy (process of teaching) to create relevant instructional experiences for learners.

In addition, the program will engage students in the study of Human Performance Improvement (HPI). As a result, graduates will be equipped to facilitate the development of both the intrapersonal skills necessary to promote self-evaluation and the interpersonal skills necessary to promote team-based collaboration. HPI uses a systematic process of identifying and analyzing the root causes of performance issues, and implementing comprehensive solutions across an organization. As such, graduates will be engaged in improving performance at the societal, organizational, process, and individual performer levels. Areas that influence HPI are total quality management, systems theory, process improvement, behavioral psychology, instructional design, human resource management, and organizational development.

The integration of IDD and HPI with one another in this program will provide graduates with an extensive range of knowledge and skills to address instructional needs. As well, graduates will be equipped to solve performance problems that may be caused by other factors such as lack of motivation or proper incentives, or problems arising from limitations in the hard and/or soft skills of members of the organization. Research regarding

employment opportunities in this field shows a high demand among business and industry, military, health care, and education, in both the public and private sectors.

Administration: The program will be administered by the School of Education, Dr. Richard Hayes, dean, and, the Department of Professional Studies, Dr. James Stefurak, chair.

Peer Review: The NISP and program proposal were circulated to the Alabama Chief Academic Officers (CAOs). There were no objections to the NISP or the program proposal.

Accreditation: According to the proposal, there is no recognized specialized accreditation agency for the proposed program.

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

- ISD 301 (3 hrs) - Trends & Issues IDPI
- ISD310 (3 hrs) - Instructional Design
- ISD 320 (3 hrs) - Training Intervention
- ISD 340 (3 hrs) - Analysis, Assessment & Evaluation
- ISD 350 (3 hrs) - Emerging Learning Technologies
- ISD 360 (3 hrs) - Human Development Interventions
- ISD 370 (3 hrs) - Distance and Mobile Learning
- ISD 400 (1 hr) - Portfolio Development
- ISD 410 (3 hrs) - Organization and Coordination of Training Programs
- ISD 420 (3 hrs) - Cultural Factors in IDD & HPI
- ISD 430 (3 hrs) - Psychology of Learning in Organizations
- ISD 440 (3 hrs) - Interpersonal & Communication Skills in Organizations
- ISD 450 (3 hrs) - Human Performance Technology
- ISD 480 (3 hrs) - Learning Training and Performance Project "OR"
- ISD 496 (3 hrs) - Internship
- ISD 490 (3 hrs) - Special Topics

The proposed program will have the following requirements:

Credit hours required in major courses:	43 semester hours
Credit hours required in general education or core curriculum:	41
Credit hours required in minor	21
Credit hours in electives:	15
Total:	120

In addition to program requirements, students will be required to complete either an internship or a research and development project that synthesizes the concepts and practical skills they acquired in the program. Students will also be required to complete an existing course - Educational Media - EDM 310 (3 hrs) - as part of their major requirement.

Collaboration: At the current time there are no similar programs in the state. Because this is an upper-level program, collaborations have been established with community colleges in the area and region. The purpose of these collaborations is to work with faculty so they are aware of this program and can advise their students that this is a viable option for a BS degree. In addition, USA has both a MS and a PhD program in Instructional Design and Development which may be attractive to many students.

Distance Education: The USA learning management system (LMS) is already in place and will be used to deliver 100 percent of the courses. The last two years of this program will be delivered completely online. The Instructional Design and Development program MS degree is currently fully online and many of the PhD courses are also online. All courses are designed according to the Quality Matters Course standards. The Quality Matters (QM) Program is a nationally recognized, faculty-centered, peer review process designed to

certify the quality of online courses and online components. Colleges and universities across and beyond the U.S. use the tools in developing, maintaining and reviewing their online courses and in training their faculty.

Admissions: According to information submitted in the proposal, USA will utilize its admission process to select from the following type of students: first time freshman, freshmen with previous credits, GED first time Freshmen, Second Bachelor's Degree, Special Freshmen, Transfer applicants, Transient applicants, and Unclassified applicants.

Need: According to the proposal, there are no other similar baccalaureate programs as the proposed program in the state. The USA currently has and MS and PhD in Instructional Design and Technology.

Student Demand: The USA students were asked two main questions about their potential interest in the proposed undergraduate program as a major or minor. Because the questionnaire was distributed to all students, demographic questions were asked to determine class status and college or department. An open-ended item allowed for questions or concerns about the program to be listed. Of the 282 respondents, the results were filtered to include only responses of freshmen (n = 15) and sophomores (n = 28) (or a combined total of 43 respondents).

If offered at USA, how likely would you be to major in the program?

Of the 43 respondents, results indicated that 12% were very likely and 14% were somewhat likely to major in the program compared to 42% that were not at all likely or 33% not very likely to major in the program.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 9

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: No additional staff is required.

Equipment: No additional special equipment is needed.

Facilities: USA will not need any additional facilities for this program. Existing classrooms and computer labs in the College of Education will be made available for this program. The university library will provide full online and on-campus access to library materials.

Library: According to the proposal, there are no current deficiencies because the library has long supported the instructional design program masters and PhD programs, as well as the management program in business and learning in psychology and education

Program Budget: The proposal projected that a total of \$22,200 in estimated new funds will be required to support the proposed program. A projected total of \$1,905,750 will be available through tuition.

Attachment 3

**The University of South Alabama
Bachelor of Science in
Instructional Design and Performance Improvement**

Year One

General Education and Free Electives 27 hours

Year Two

General Education and Electives 26 hours

Year Three

ISD 301 Trends & Issues IDPI	3 hours
ISD 310 Instructional Design	3 hours
ISD 320 Instructional Design	3 hours
ISD 340 Analysis, Assessment & Evaluation	3 hours
ISD 350 Emerging Learning Technologies	3 hours
ISD 360 Human Development Interventions	3 hours
ISD 370 Distance and Mobile Learning	3 hours
ISD 400 Portfolio Development	1 hour
Minor Courses (3 at 3 hours each)	9 hours
Total –Year Three	31 hours

Year Four

ISD 410 Organization and Coordination of Training Programs	3 hours
ISD 420 Cultural Factors in IDD & HPI	3 hours
ISD 430 Psychology of Learning in Organizations	3 hours
ISD 440 Interpersonal & Communication Skills in Organizations	3 hours
ISD 450 Human Performance Technology	3 hours
ISD 490 Special Topics	3 hours
ISD 480 Learning Training and Performance Project	3 hours
or	
ISD 496 Internship	3 hours
Minor Courses	12 hours
Total - Year Four	36 hours
Total Program Hours	120 hours

DECISION ITEM A-6: The University of West Alabama, Associate in Applied Science in
Emergency Medical Services (CIP 51.0904)

EXECUTIVE SUMMARY

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

Program Objective: The proposed program will be operated in conjunction with the Alabama Fire College (AFC) and participants will originate from the AFC. Students completing the requirements for the proposed AAS in Emergency Medical Services (EMS) will be able to:

- Demonstrate understanding of the principles, functions, and the relationship of emergency medical services to individuals, government, and society;
- Demonstrate an understanding of the administrative, institutional, and organizational frameworks of emergency medical services in the United States;
- Demonstrate an understanding of the strategic, tactical, and operational aspects of emergency medical service organizations;
- Demonstrate an understanding of the foundational principles that lead to state certification for emergency medical services personnel;
- Demonstrate an understanding of preparedness, mitigation, response, and recovery aspects of emergency medical incidents;
- Demonstrate an understanding of basic investigative and assessment techniques of incidents involving emergency medical personnel;
- Demonstrate an understanding of both natural and man-made hazards from the perspectives of emergency medical services; and to
- Demonstrate the ability to express ideas clearly, logically, and persuasively in oral and written communications.

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

Mode of Delivery: According to the proposal, existing UWA distance education resources will be used to supplement on-campus delivery of general education courses within the proposed program. Students will be able to complete these courses on campus, online, or a combination of these methods, depending on their AFC schedule and work load. All courses related to emergency services will be taught by the AFC at their campus location and through their regional training centers.

Similar Programs: There are no similar programs located at CIP 51.0904 in the Academic Program Inventory.

Collaboration: According to the proposal, the proposed program will be offered in conjunction with the Alabama Fire College (AFC). Per the collaborative agreement with the AFC, all EMS

courses will be completed through the AFC. UWA will provide general education courses and will award the AAS degree upon the successful completion of the program.

Resources: No new funds will be needed for the program over the first five years. A total of \$934,520 will be available through tuition over that period.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will be operated in conjunction with the Alabama Fire College (AFC) and participants will originate from the AFC.
2. No new funds will be needed for the program over the first five years.

DECISION ITEM A-6: The University of West Alabama, Associate in Applied Science in Emergency Medical Services (CIP 51.0904)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science (AAS) with the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 13, based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The University of West Alabama program proposal, dated March 19, 2014. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION The University of West Alabama
 PROGRAM Associate in Applied Science in Emergency Medical Services

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
*TUITION	\$91,920	\$153,200	\$183,840	\$229,800	\$275,760	\$934,520
TOTAL	\$91,920	\$153,200	\$183,840	\$229,800	\$275,760	\$934,520

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	12	16	20	24	28	20
NEW ENROLLMENT HEADCOUNT	12	10	12	14	16	13
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	6	8	10	12	9

Attachment 2

Summary of Background Information

Associate in Applied Science in Emergency Medical Services
The University of West Alabama

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

Objectives: The proposed program will be operated in conjunction with the Alabama Fire College (AFC) and participants will originate from the AFC. Because of the unique nature of the agreement with AFC, this program will not reduce enrollments in other programs at UWA. Students completing the requirements for the proposed AAS in Emergency Medical Services will be able to:

- Demonstrate understanding of the principles, functions, and the relationship of emergency medical services to individuals, government, and society;
- Demonstrate an understanding of the administrative, institutional, and organizational frameworks of emergency medical services in the United States;
- Demonstrate an understanding of the strategic, tactical, and operational aspects of emergency medical service organizations;
- Demonstrate an understanding of the foundational principles that lead to state certification for emergency medical services personnel;
- Demonstrate an understanding of preparedness, mitigation, response, and recovery aspects of emergency medical incidents;
- Demonstrate an understanding of basic investigative and assessment techniques of incidents involving emergency medical personnel.
- Demonstrate an understanding of both natural and man-made hazards from the perspectives of emergency medical services; and to
- Demonstrate the ability to express ideas clearly, logically, and persuasively in oral and written communications.

Administration: The program will be administered by the College of Business, Dr. Ken Tucker, dean, and the Department of Computer Information Systems and Technology, Dr. Wayne Bedford, chairperson.

Accreditation: The proposed program will be housed in UWA's College of Business, which is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), although this program will not be. UWA is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC).

The Alabama Fire College is currently under a letter of accreditation request for its Emergency Medical Service programs through the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions.

Curriculum: The following courses will be offered by the Alabama Fire College and listed within UWA's catalog:

1. EMS189 Applied Anatomy and Physiology for the Paramedic (3 semester hours)
2. EMS240 Paramedic Operations (3 semester hours)
3. EMS241 Paramedic Cardiology (3 semester hours)
4. EMS242 Paramedic Patient Assessment (3 semester hours)
5. EMS243 Paramedic Pharmacology (3 semester hours)
6. EMS244 Paramedic Clinical I (3 semester hours)
7. EMS245 Paramedic Medical Emergencies (3 semester hours)
8. EMS246 Paramedic Trauma Management (3 semester hours)
9. EMS247 Paramedic Special Population (3 semester hours)
10. EMS248 Paramedic Clinical II (3 semester hours)
11. EMS253 Paramedic Transition to the Workforce (3 semester hours)
12. EMS254 Advanced Competencies for the Paramedic (3 semester hours)
13. EMS255 Paramedic Field Preceptorship (3 semester hours)
14. EMS256 Paramedic Team Leadership (3 semester hours)

Additionally, Homeland Security courses to be taught by UWA and listed within UWA's catalog are as follows:

1. HS 240 Emergency and Disaster Management (3 semester hours)
2. HS 250 Current Topics in Homeland Security (3 semester hours)

The program will have the following requirements:

Credit hours required in:	EMS
Major	37
Minor (if applicable)	n/a
Institutional general education or core curriculum	20
Required or free electives	3
Total required for completion	60

Collaboration: According to the proposal, the proposed program will be offered in conjunction with the Alabama Fire College (AFC). Per the collaborative agreement with the AFC, all EMS courses will be completed through the AFC. UWA will provide general education courses and will award the AAS degree upon the successful completion of the program.

Distance Education: According to the proposal, existing UWA distance education resources will be used to supplement on-campus delivery of general education courses within the proposed program. Students will be able to complete these courses on campus, online, or a combination of these methods, depending on their AFC schedule and work load. All courses related to emergency services will be taught by the AFC at their campus location and through their regional training centers.

Admissions: Applicants are expected to have completed Alabama state requirements for entering students as emergency services personnel and satisfy the minimum UWA enrollment requirements. Students entering the proposed program transfer from the Alabama Fire College. Therefore, the AFC will screen applicants for entry into the program.

Before acceptance, the student must have completed EMT-Basic and Advanced EMT and achieved certification from the National Registry in both; must be 18 years of age; must have earned a high school diploma/GED; and must have a current driver's license.

Freshman students at UWA must submit an official high school transcript showing course work through the time of application and submit a final transcript after graduation showing graduation

date and diploma type. UWA requires students to complete high school with an acceptable diploma type. Successful completion of GED is acceptable in lieu of high school graduation.

Need: According to the proposal, a continuous need exists for emergency services personnel within American society. Based on data from the Bureau of Labor Statistics, nationally a total of approximately 1,414,140 EMS positions are anticipated during the combined, upcoming five years. The proposed program will contribute toward providing EMS personnel within American society. Because of the unique nature of the agreement between UWA and the Alabama Fire College, and according to the ACHE Academic Program Inventory, there are currently no other public, four-year institutions within the state offering the proposed program.

Additionally, according to the AFC, there are currently 24 programs across the state that offers a certification in Emergency Medical Services to high school students. Additionally, the Alabama Fire College estimates 35 percent of approximately 12,000 volunteer and paid Emergency Medical Services personnel across the state will seek a college degree in order to advance their careers. With the potential number of high school graduates receiving a certificate and the potential for volunteer and paid Emergency Medical Services personnel to seek a degree program for career advancement, student demand for this program will be strong.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	272.70	275.43	278.18	280.96	283.77	1,391.04
State	3,262.30	3,294.92	3,327.87	3,361.15	3,394.76	16,641.01
SREB	91,061.50	92,982.12	93,911.94	94,851.06	95,799.57	469,606.17
Nation	277,171.76	279,971.47	282,799.47	285,656.03	288,541.44	1,414,140.16

Student Demand: According to the proposal, enrollment projections were obtained from the Alabama Fire College, and they represent the expected amounts of students that the Alabama Fire College anticipates will pursue the proposed degree program.

The methodology consists of a moving average whereby future enrollments are forecast. Variables within this method include historical quantities of students among regional training centers, online courses, 15 high schools, and K-12 partners.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 5

Part-time: 0

Current Support Faculty—

Full-time: 0

Part-time: 0

Additional qualified faculty to be hired:

Primary Faculty

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: Additional support staff will not be needed.

Equipment: According to the proposal, all EMS equipment is provided by the Alabama Fire College. UWA has no additional equipment costs.

Facilities: All specialized facilities for training EMS personnel will be housed at the Alabama Fire College. UWA does not need to acquire any specialized facilities for the proposed program.

Library: According to university officials, the library collection assessment found sufficient resources to support the proposed program.

Program Budget: No new funds will be needed for the program over the first five years. A total of \$934,520 will be available through tuition over that period.

Attachment 3

**Associate in Applied Science in
 Emergency Medical Services**

Freshman Year

Crs. No.	Title	Credit		Crs. No.	Title	Credit
EH 101	Written English I	3		EMS 189	A & P for the Paramedic	4
SH 100	Prin. of Public Speaking	3		EMS 240	Paramedic Operations	2
MH 113	Pre-calculus Algebra	3		EMS 242	Paramedic Patient Assessment	3
HS 240	Emergency and Disaster Management	3		EMS 243	Paramedic Pharmacology	1
CS 205	Microcomputer Applications	3		EH 200	Technical Communications	3
UWA 101	Freshman Seminar	2		EMS 244	Paramedic Clinical I	3
Total		17		Total		16

Sophomore Year

Crs. No.	Title	Credit		Crs. No.	Title	Credit
EMS 241	Paramedic Cardiology	3		MH 114	Pre-Calculus Trigonometry	3
EMS 245	Paramedic Medical Emergencies	3		EMS 253	Paramedic Trans to the Workforce	2
EMS 248	Paramedic Clinical II	3		EMS 254	Advanced Competencies for Paramedic	2
EMS 246	Paramedic Trauma Mgmt.	3		EMS 255	Paramedic Field Preceptorship	5
EMS 247	Paramedic Special Populations	2		EMS 256	Paramedic Team Leadership	1
Total		14		Total		13

DECISION ITEM A-7: The University of West Alabama, Associate in Applied Science in Fire Science (CIP 43.0203)

EXECUTIVE SUMMARY

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

Program Objective: The proposed program will be operated in conjunction with the Alabama Fire College (AFC) and participants will originate from the AFC. Students completing the requirements for the proposed AAS in Fire Science will be able to:

- Demonstrate understanding of the principles, functions, and the relationship of fire science to individuals, government, and society;
- Demonstrate an understanding of the administrative, institutional, and organizational frameworks of fire science in the United States;
- Demonstrate an understanding of the strategic, tactical, and operational aspects of fire science organizations;
- Demonstrate an understanding of the foundational principles that lead to state certification for fire science personnel;
- Demonstrate an understanding of preparedness, mitigation, response, and recovery aspects of fire related incidents;
- Demonstrate an understanding of basic investigative and assessment techniques of incidents involving fire science personnel;
- Demonstrate an understanding of both natural and man-made hazards from the perspectives of fire science; and to
- Demonstrate the ability to express ideas clearly, logically, and persuasively in oral and written communications.

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

Mode of Delivery: According to the proposal, existing UWA distance education resources will be used to supplement on-campus delivery of general education courses within the proposed program. Students will be able to complete these courses on campus, online, or a combination of these methods, depending on their AFC schedule and work load. All courses related to emergency services will be taught by the Alabama Fire College at their campus location and through their regional training centers.

Similar Programs: Jefferson State Community College (JSC) and Chattahoochee Valley Community College (CVC) both have similar Fire Science programs under CIP code title "Fire Services Administration" located at CIP 43.0202 in the Academic Program Inventory. JSC and CVC's programs focus on the principles, theories, and practices associated with the management of fire operations, firefighting services and community fire issues. The proposed program will focus on the theory and practice of fire and fire-fighting.

Collaboration: According to the proposal, the proposed program will be offered in conjunction with the AFC. Per the collaborative agreement with the AFC, all Fire Science courses will be completed through the AFC. UWA will provide general education courses and will award the AAS degree upon the successful completion of the program.

Resources: No new funds will be needed for the program over the first five years. A total of \$934,520 will be available through tuition over that period.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will be operated in conjunction with the Alabama Fire College (AFC) and participants will originate from the AFC.
2. No new funds will be needed for the program over the first five years.

DECISION ITEM A-7: The University of West Alabama, Associate in Applied Science in Fire Science (CIP 43.0203)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science (AAS) with the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15 will be at least 13, based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The University of West Alabama program proposal, dated March 19, 2014. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION The University of West Alabama

PROGRAM Associate in Applied Science in Fire Science (CIP 43.0203)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
*TUITION	\$91,920	\$153,200	\$183,840	\$229,800	\$275,760	\$934,520
TOTAL	\$91,920	\$153,200	\$183,840	\$229,800	\$275,760	\$934,520

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	12	16	20	24	28	20
NEW ENROLLMENT HEADCOUNT	12	10	12	14	16	13 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	6	8	10	12	9

Attachment 2

Summary of Background Information

The University of West Alabama
AAS in Fire Science

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

Objectives: The proposed program will be operated in conjunction with the Alabama Fire College (AFC) and participants will originate from the AFC. Because of the unique nature of the agreement with AFC, this program will not reduce enrollments in other programs at UWA. Students completing the requirements for the proposed AAS in Fire Science will be able to:

- Demonstrate understanding of the principles, functions, and the relationship of fire science to individuals, government, and society;
- Demonstrate an understanding of the administrative, institutional, and organizational frameworks of fire science in the United States;
- Demonstrate an understanding of the strategic, tactical, and operational aspects of fire science organizations;
- Demonstrate an understanding of the foundational principles that lead to state certification for fire science personnel;
- Demonstrate an understanding of preparedness, mitigation, response, and recovery aspects of fire related incidents;
- Demonstrate an understanding of basic investigative and assessment techniques of incidents involving fire science personnel;
- Demonstrate an understanding of both natural and man-made hazards from the perspectives of fire science; and to
- Demonstrate the ability to express ideas clearly, logically, and persuasively in oral and written communications.

Administration: The program will be administered by the College of Business, Dr. Ken Tucker, dean, and the Department of Computer Information Systems and Technology, Dr. Wayne Bedford, chairperson.

Accreditation: The proposed program will be housed in UWA's College of Business, which is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), although this program will not be. UWA is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC).

The Alabama Fire College maintains separate accreditation for its fire science programs with the International Fire Service Accreditation Congress (IFSA).

Curriculum: The following courses will be offered by the Alabama Fire College and listed within UWA's catalog:

1. FSC104: Firefighter Bridge (12 semester hours)
2. FSC106: Volunteer Firefighter I (12 semester hours)
3. FSC107: Industrial Fire Brigade: Incipient, Advanced, Exterior, Member and Leader Levels (12 semester hours)
4. FSC140: Public Safety Telecommunicator I/II (3 semester hours)
5. FSC141: Public Fire and Life Safety Educator I (2 semester hours)
6. FSC142: Marine Fire Fighting for Land-Based Fire Fighter (3 semester hours)
7. FSC161: Hazardous Materials Awareness and Operations (3 semester hours)
8. FSC201: Fire Instructor I (3 semester hours)
9. FSC202: Fire Instructor II (3 semester hours)
10. FSC203: Fire Instructor III (3 semester hours)
11. FSC221: Rescue Technician: Rope I (3 semester hours)
12. FSC222: Rescue Technician: Rope II (2 semester hours)
13. FSC223: Rescue Technician: Confined Space I/II (3 semester hours)
14. FSC227: Rescue Technician: Trench I/II (3 semester hours)
15. FSC229: Rescue Technician: Surface Water I/II (2 semester hours)
16. FSC231: Rescue Technician: Swift Water I/II (1 semester hours)
17. FSC233: Rescue Technician: Structural Collapse I/II (4 semester hours)
18. FSC234: Rescue Technician: Cave Rescue I/II (3 semester hours)
19. FSC237: Rescue Technician: Vehicle and Machinery Extrication I (3 semester hours)
20. FSC238: Rescue Technician: Vehicle and Machinery Extrication II (3 semester hours)
21. FSC239: Rapid Intervention Crews (2 semester hours)
22. FSC241: Fire Investigator I (3 semester hours)
23. FSC242: Fire Investigator II (3 semester hours)
24. FSC251: Fire Inspector I (3 semester hours)
25. FSC252: Fire Inspector II (3 semester hours)
26. FSC253: Fire Inspector III (3 semester hours)
27. FSC256: Fire Department Safety Officer: Incident Safety Officer (3 semester hours)
28. FSC257: Public Information Officer (2 semester hours)
29. FSC261: Hazardous Materials Technician (3 semester hours)
30. FSC262: Hazardous Materials Incident Commander (3 semester hours)
31. FSC264: Airport Firefighter (3 semester hours)
32. FSC271: Live Fire Instructor (2 semester hours)
33. FSC281: Fire Apparatus Operator: Pumper (3 semester hours)
34. FSC282: Fire Apparatus Operator: Aerial (1 semester hours)
35. FSC283: Apparatus Operator: Airport Rescue Firefighter (1 semester hours)
36. FSC284: Apparatus Operator: Mobile Water Supply (1 semester hours)
37. FSC291: Fire Officer I (3 semester hours)
38. FSC292: Fire Officer II (3 semester hours)
39. FSC293: Fire Officer III (3 semester hours)
40. FSC294: Fire Officer IV (3 semester hours)
41. FSC296: Fire Department Safety Officer: Health & Safety Officer (3 semester hours)

Additionally, Homeland Security courses to be taught by UWA and listed within UWA's catalog are as follows:

1. HS 240 Emergency and Disaster Management (3 semester hours)
2. HS 250 Current Topics in Homeland Security (3 semester hours)

The program will have the following requirements:

Credit hours required in:	Fire Science
Major	24
Minor (if applicable)	n/a
Institutional general education or core curriculum	24
Required or free electives	15
Total required for completion	63

Collaboration: According to the proposal, the proposed program will be offered in conjunction with the AFC. Per the collaborative agreement with the AFC, all Fire Science courses will be completed through the AFC. UWA will provide general education courses and will award the AAS degree upon the successful completion of the program.

Distance Education: According to the proposal, existing UWA distance education resources will be used to supplement on-campus delivery of general education courses within the proposed program. Students will be able to complete these courses on campus, online, or a combination of these methods, depending on their AFC schedule and work load. All courses related to emergency services will be taught by the Alabama Fire College at their campus location and through their regional training centers.

Admissions: Applicants are expected to have completed Alabama state certification as fire fighters and satisfy the minimum UWA enrollment requirements. Students entering the proposed program transfer from the Alabama Fire College. Therefore, the AFC will screen applicants for entry into the program.

Students must be 18 years of age, possess a high school diploma or GED, possess a valid driver's license, successfully complete the candidate physical ability test (CPAT), and demonstrate a minimum attainment of medical first responder, emergency care provider, or completion of EMT-basic. Volunteer firefighter attributes also include emergency care provider or proof of first responder that meets or exceeds the DOT medical first responder minimums.

If a student has the certification of firefighter I/II, the student may transfer into the program at UWA. Volunteer firefighters seeking completion of firefighter I/II certification may undergo the FSC 104 Firefighter Bridge course.

Freshman students at UWA must submit an official high school transcript showing course work through the time of application and submit a final transcript after graduation showing graduation date and diploma type. UWA requires students to complete high school with an acceptable diploma type. Successful completion of GED is acceptable in lieu of high school graduation.

Need: According to the proposal, a continuous need exists for firefighters within American society. A total of approximately 1,375,000 fires occurred in the US during 2012. Casualties included 2,855 deaths and 16,500 injuries. Based on data from the Bureau of Labor Statistics, nationally a total of approximately 1,618,287 firefighting positions are anticipated during the combined upcoming five years. Additionally, there are no other similar programs at other four-year institutions in the state. Projected jobs openings for the next five years associated with Fire Science are as follows:

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	262.60	265.23	270.56	273.26	276.00	1,339.52
State	4,918.70	4,967.89	5,017.57	5,067.74	5,118.42	25,9090.31
SREB	123,704.80	124,941.85	126,191.27	127,453.18	128,727.71	130,014.99
Nation	314,184.66	320,388.55	323,624.80	326,893.73	330,195.69	1,618,287.43

Student Demand: According to the proposal, enrollment projections were obtained from the Alabama Fire College, and they represent the expected amounts of students that the Alabama Fire College anticipates will pursue the proposed degree program. The methodology consists of a moving average whereby future enrollments are forecast. Variables within this method include historical quantities of students among regional training centers, online courses, 15 high schools, and K-12 partners.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 5

Part-time: 0

Current Support Faculty—

Full-time: 0

Part-time: 0

Additional qualified faculty to be hired:

Primary Faculty

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: Additional support staff will not be needed.

Equipment: According to the proposal, all fire training equipment is provided by the Alabama Fire College. UWA has no additional equipment costs.

Facilities: All specialized facilities for training firefighters will be housed at the Alabama Fire College. UWA does not need to acquire any specialized facilities for the proposed program.

Library: According to university officials, the library collection assessment found sufficient resources to support the proposed program.

Program Budget: No new funds will be needed for the program over the first five years. A total of \$934,520 will be available through tuition over that period.

Attachment 3

**Associate in Applied Science in
 Fire Science
 Curriculum**

Year 1

Crs. No.	Title	Credit		Crs. No.	Title	Credit
EH 101	Written English I	3		EH 200	Technical Communications	3
SH 100	Prin. of Public Speaking	3		MH 114	Pre-calculus Trigonometry	3
MH 113	Pre-Calculus Algebra	3		EMS 101	Emergency Medical Responder	3
CS 205	Microcomputer Applications	3		HS 240	Emergency and Disaster Management	3
UWA 101	Freshman Seminar	2				
Total		14		Total		12

Year 2

Crs. No.	Title	Credit		Crs. No.	Title	Credit
FSC102	Firefighter I/II*	24		PH 201	College Physics I	4
				FS XXX	Fire Science Courses	9
Total		24		Total		13

**Firefighter I/II: The Alabama Fire College recruit school is taught 9 hours per day, 45 hours per week, for 9 weeks, plus skills and outside course requirements.*

DECISION ITEM A-8: The University of West Alabama, Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies (CIP 30.0000)

EXECUTIVE SUMMARY

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

Program Objective: The proposed program is intended for students who have multiple interests and talents. The program will allow students to personalize his or her program of study by exploring two or three related areas of study, with two chief areas of focus (twenty-one and twenty-four hours of course work each) or three areas of study (fifteen hours each).

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

Mode of Delivery: Distance education is a planned component of this program. The college's basic curriculum can be completed online, and there are several upper-level course concentrations that are or can be offered online.

Similar Programs: The University of North Alabama, the University of Alabama, the University of South Alabama, and Auburn University have similar programs listed at CIP 30.0000 in the Academic Program Inventory.

Collaboration: According to the proposal, collaboration is not planned and will not be necessary.

Resources: No new funds will be needed for the program over the first five years. A total of \$462,210 will be available through tuition over that period.

Public Review: The program was posted on the Commission website from March 27 thru April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will provide for a wide range of professional career options, depending on student interests and previous credit, either academic or experimental/technical.
2. Graduates of the proposed program will have many employment options available to them, including careers in business, sales, construction management; human resources, certain support areas in medicine and law, social services, and a variety of other service industries.

DECISION ITEM A-8: The University of West Alabama, Bachelor of Arts
Bachelor of Science in Interdisciplinary Studies
(CIP 30.0000)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts and Bachelor of Science (BA/BS) in Interdisciplinary Studies with the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 8, based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 10, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or enrolling in graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The University of West Alabama program proposal, dated March 19, 2014. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION The University of West Alabama

PROGRAM Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
*TUITION	\$32,550	\$65,100	\$97,650	\$117,180	\$149,730	\$462,210
TOTAL	\$32,550	\$65,100	\$97,650	\$117,180	\$149,730	\$462,210

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
HEADCOUNT ENROLLMENT	6	11	16	19	24	15
NEW ENROLLMENT HEADCOUNT	2	5	10	10	15	8 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	2	6	15	18	10

Attachment 2

Summary of Background Information

Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies
The University of West Alabama

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

Objectives: The proposed program is intended for students who have multiple interests and talents. The program will allow students to personalize his or her program of study by exploring two or three related areas of study, with two chief areas of focus (twenty-one and twenty-four hours of course work each) or three areas of study (fifteen hours each). Graduates of the University of West Alabama's Bachelor of Science or Bachelor of Arts in Interdisciplinary Studies program will:

- Appreciate and apply an interdisciplinary approach across disciplines.
- Demonstrate competency in two or three academic disciplines.
- Demonstrate critical thinking skills through coursework and projects.
- Demonstrate creative problem solving through coursework and projects.
- Demonstrate effective written and oral communications skills through coursework and projects.

Administration: The program will be administered by the College of Liberal Arts, Dr. Tim Edwards, dean.

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

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

Curriculum: The program will have the following requirements:

Credit hours required in major:	50 sh
Credit hours in general education:	50 sh
Credit hours required in free elective:	20 sh
Total:	120 sh

Collaboration: According to the proposal, collaboration is not planned and will not be necessary.

Distance Education: Distance education is a planned component of this program. The college's basic curriculum can be completed online, and there are several upper-level course concentrations that are or can be offered online.

Admissions: Enrollment standards for the Interdisciplinary Studies program will reflect those of the University at large:

Entering freshman must have a 19 on the ACT for unconditional admission. If an entering freshman has a 17 or 18 ACT, he or she can be admitted on the condition that the student maintains an overall 2.00 (or C) average for the first two semesters.

Transfer students must have a minimum of twenty-four hours of transfer credit, at least twelve of which meet basic curriculum requirements in their declared degree program. Transfer students must have a 2.00 (or C) average for unconditional admission.

Need: According to UWA officials, most institutions in the state have some version of the proposed program, including Alabama A&M, UAB, the University of South Alabama, and the

University of Alabama. Programs such as this are needed to allow students the flexibility to achieve program completion. Non-traditional students, veterans, and others, including those with previous credit, will find an Interdisciplinary Studies program to be a useful path toward completion of a degree. The University of West Alabama is a regional institution, and this program will better serve the residents in its primary service area.

The proposed Interdisciplinary Studies program provides for a wide range of professional career options, depending on student interests and previous credit, either academic or experiential/technical. Graduates from an Interdisciplinary Studies program have many employment options available to them, including careers in business, sales, construction management, human resources, certain support areas in medicine and law, social services, and a variety of other service industries. Local, state, SREB, and national figures reflect employment projections from selected employment sectors related to the broad areas mentioned above. Since experiential/technical credit may also be transferred into the program, individuals with military training may find this program a useful option for workforce preparation, especially in areas, such as criminal justice or homeland security. Projected job opening for UWA's local figures are estimated based on the population of the University's Black Belt service region, which represents approximately 13% of Alabama's total population

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	203.5	203.5	203.5	203.5	203.5	<u>1,017</u>
State	1,565	1,565	1,565	1,565	1,565	<u>7,825</u>
SREB	1,356	1,356	1,356	1,356	1,356	<u>6,780</u>
Nation	238,680	238,680	238,680	238,680	238,680	<u>1,193,400</u>

Student Demand: A student demand survey was not administered; however, according to UWA representatives, it is anticipated that many students will find a flexible interdisciplinary program attractive — especially returning students with prior credit or those who simply want to finish a degree as quickly as possible for personal enrichment or career advancement. Our recent recognition as a military-friendly institution that welcomes ACE military credit is already raising interest among returning veterans, who will number in the thousands in the State of Alabama alone over the next few years. Moreover, UWA's partnership with the Alabama Fire College offers yet another non-traditional pool of students who will likely find interdisciplinary studies an accelerated track toward degree completion: several such potential students have already contacted the UWA admissions department, including over twenty-five fire chiefs around the state inquiring about degree completion opportunities for themselves and/or others in the profession.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 108

Part-time: 0

Current Support Faculty—

Full-time: 0

Part-time: 0

Additional qualified faculty to be hired:

Primary Faculty

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: No new staff members are necessary.

Equipment: No new or special equipment is needed for the propose program.

Facilities: No new facilities are needed for the program.

Library: According to university officials, the library collection assessment found sufficient resources to support the proposed program.

Program Budget: No new funds will be needed for the program over the first five years. A total of \$462,210 will be available through tuition over that period.

Attachment 3

**Bachelor of Arts/Bachelor of Science in
Interdisciplinary Studies
Curriculum**

Freshman Year (15 hours + 16 hours = 31 hours)

<u>First Semester</u>	<u>Second Semester</u>
UWA 101 (2 hours)	EH102
EH101	MH113
PY100	TH100
BY101 w/lab (4 hours)	SY100
SH100 or 150	BY212 or 222 w/lab (4 hours)

Sophomore Year (15 hours + 16 hours = 31 hours)

<u>First Semester</u>	<u>Second Semester</u>
AT 100	EH 222 or 232
EH 221 or 231	HY102 or 212
HY101 or HY211	EN100 w/lab (4 hours)
PY 200	PY 300
SW 100	SW 200

Junior Year (15 hours + 15 hours = 30 hours)

<u>First Semester</u>	<u>Second Semester</u>
SW 320	SW 360 PY 310
	SE 301
SE 305	
SE 302	SE 400
3 Hrs Free Elective	3 Hrs Free Elective

Senior Year (15 hours + 13 hours = 28 hours)

<u>First Semester</u>	<u>Second Semester</u>
SW 312	SW 340
SE 400	SE 402
SE 401	3 Hrs Free Elective
3 Hrs Free Elective	3 Hrs Free Elective
3 Hrs Free Elective	1 Hrs Free Elective

Total **120 hours**

DECISION ITEM A-9: Calhoun Community College, Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)

EXECUTIVE SUMMARY

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

Program Objective: The primary objective of the proposed program is to provide learning experiences that enable graduates to obtain the knowledge, skills, abilities, and certifications and/or licensure necessary for gainful employment and/or entrepreneurial pursuits in Salon and Spa Management. Additionally the proposed program will:

- Offer the certificate and Associate in Applied Science in Salon and Spa Management, provide degree and certificate options in Cosmetology, Esthetics, Nail Technology, and Cosmetology/Instructor Training.
- Revise the program as necessary based upon input from local salon and spa owners.
- Establish career paths for students that will provide employment and entrepreneurship opportunities.

Role: The proposed program is within the instructional role for Calhoun State Community College (CAL). Approval of the proposed program will expand the academic subdivision grouping "Personal & Culinary Services" to the AAS degree level.

Mode of Delivery: According to the application, approximately 10-25 percent of the program's coursework will be offered online.

Similar Programs: Currently, Drake State Community and Technical College, Northeast Alabama Community College, and Northwest Shoals State Community College all have AAS programs in Salon and Spa Management located at CIP 12.0503 in the Commission's program inventory.

Collaboration: According to CAL officials, contact will be made with institutions that currently have the proposed program to plan for future collaboration.

Licensure: According to the proposal, a licensure exam is required for cosmetologists, estheticians, and nail technicians. These exams are completed through the Alabama Board of Cosmetology. A passing rate of 90 percent has been established as an obtainable objective by Calhoun Community College staff.

Resources: A total of \$598,000 in new funds will be needed for the program in the first five years, and a total of \$619,050 will be available through extramural funds and tuition.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will have a short certificate, a long term certificate, and an advanced Certificate in Salon/Spa Management.

DECISION ITEM A-9: Calhoun Community College, Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science in Salon and Spa Management.

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

Implementation Date: The proposed program will be implemented August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 5, based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2018-19 (Four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Calhoun Community College (CAL) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Calhoun Community College proposal, dated March 21, 2014. Available upon request.

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

Attachment 1

INSTITUTION Calhoun Community College

PROGRAM Associate in Applied Science in Salon and Spa Management (CIP 12.0412)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	<u>\$85,000</u>	<u>\$85,000</u>	<u>\$85,000</u>	<u>\$85,000</u>	<u>\$85,000</u>	<u>\$425,000</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
FACILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EQUIPMENT	<u>\$7,000</u>	<u>\$3,000</u>	<u>\$3,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$13,000</u>
STAFF	<u>0</u>	<u>\$40,000</u>	<u>\$40,000</u>	<u>\$40,000</u>	<u>\$40,000</u>	<u>\$160,000</u>
OTHER	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$92,000</u>	<u>\$128,000</u>	<u>\$128,000</u>	<u>\$125,000</u>	<u>\$125,000</u>	<u>\$598,000</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EXTRAMURAL	<u>\$10,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$30,000</u>
TUITION	<u>\$107,100</u>	<u>\$107,100</u>	<u>\$107,100</u>	<u>\$133,875</u>	<u>\$133,875</u>	<u>\$589,050</u>
TOTAL	<u>\$117,100</u>	<u>\$112,100</u>	<u>\$112,100</u>	<u>\$138,875</u>	<u>\$138,875</u>	<u>\$619,050</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>8</u>	<u>8</u>	<u>11</u>	<u>11</u>	<u>15</u>	<u>11</u>
NEW ENROLLMENT HEADCOUNT	<u>8</u>	<u>4</u>	<u>4</u>	<u>5</u>	<u>5</u>	<u>5</u> 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>

Attachment 3

**CAL
Associate in Applied Science in
Salon and Spa Management**

General Education Requirements

All students must complete.

Area I

ENG 101 English Composition I 3

Area II

SPH 107 Fundamentals of Public Speaking 3
Humanities & Fine Arts Elective 3

Area III

MTH 100 Intermediate College Algebra OR
MTH 116 Mathematical Applications 3

CIS 146 Microcomputer Applications 3
Natural Science Elective 4

Area IV

Area IV Elective 3

General Education Requirements 22

Area V

Technical Core

All students must complete

ORI 101 Orientation to College 1

Students can choose one 3 (three) hour class from the following:

BUS 241 Principles of Accounting I
BUS 263 The Legal and Social Environment of Business
BUS 285 Principles of Marketing 3

SAL 133 Salon/Spa Management 3
SAL 201 Entrepreneurship for the Salon/Spa 3

Or

Students can choose three 1 (one) hour classes from the following:

BUS 190F, BUS 190G, BUS 190L, BUS 190M, BUS 190N,
BUS 190W, or BUS 190Y

COS 111 Introduction to Cosmetology 3
COS 117 Basic Spa Techniques 3

COS 118 Basic Spa Techniques Lab 3
COS 123 Cosmetology Salon Practices 3
COS 167 State Board Review 3

Technical Core Requirements 25

Area V

Program Option

Students must complete one of the following options.

Cosmetology **24**

COS 112	Introduction to Cosmetology Lab	3
COS 113	Theory of Chemical Services	3
COS 114	Chemical Services Lab	3
COS 115	Hair Coloring Theory	3
COS 116	Hair Coloring Lab	3
COS 143	Specialty Hair Preparation Techniques	3
COS 144	Hair Shaping and Design	3
COS 145	Hair Shaping Lab	3

Esthetics **24**

COS 127	Esthetics Theory	3
COS 134	Advanced Esthetics	3
COS 135	Advanced Esthetics Applications	3
COS 163	Facial Treatments	3
COS 164	Facial Machines	3
COS 165	Related Subjects Estheticians	3
COS 168	Bacteriology & Sanitation	3
COS 169	Skin Functions	3

Nail Technology **21**

COS 150	Manicuring	3
COS 151	Nail Care	3
COS 152	Nail Care Applications	3
COS 153	Nail Art	3
COS 154	Nail Art Applications	3
COS 162	Special Topics in Cosmetology	3
COS 291	Co-op	3

TOTAL HOURS REQUIRED FOR AAS DEGREE 68 – 71

DECISION ITEM A-10: Lawson State Community College, Associate in Applied Science and Certificate in Hospitality Services Management (CIP 52.0999)

EXECUTIVE SUMMARY

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

Program Objective: The proposed program is designed to produce management personnel for the hospitality industry. Students may select one of three options: Hospitality Management, Travel and Tourism, or Event Planning. Students graduating and completing a program in Hospitality Management at the certificate and associate degree level are expected to do the following:

- Analyze theory and techniques of hospitality services management.
- Prepare menus incorporating costs, acquisition and inventory controls.
- Summarize basic principles and concepts of the hospitality industry.
- Prepare basic foods in quantity including various regional foods.
- Set up and operate the space for event management.
- Summarize managerial techniques and human resources management practice.
- Demonstrate appropriate problem-solving techniques in addressing management problems.
- Evaluate equipment design and layout for management of a foodservice facility.
- Apply knowledge of computers to the hospitality industry.
- Differentiate styles of marketing, sales analysis and planning for the hospitality industry.
- Demonstrate the practical approach to the various aspects of food and beverage cost control and purchasing.
- Outline the legal responsibilities and rights of guests and employees.
- Interpret hospitality sales practices and market analysis from sales to actual activity.
- Apply office procedures and forms necessary to guests and control cash.
- Apply techniques that enhance customer satisfaction and build loyalty.

Role: The proposed program is within the instructional role recognized for Lawson State Community College (LAW). Approval of the proposed program will expand the academic subdivision grouping "College-Parallel Transfer" to the Certificate degree level.

Mode of Delivery: According to the program application, the use of distance education technology is not anticipated for this program at this time, except for the occasional use of distance education offerings for the general education component where student scheduling needs dictate.

Similar Programs: Currently, there are no similar programs listed at CIP 52.0999 in the Academic Program Inventory.

Collaboration: According to the proposal, collaboration is planned with the K12 school system for hospitality services programs to support articulation of secondary students. Additionally, an articulation agreement with Troy University will allow graduates to articulate into its Hospitality, Sport and Tourism baccalaureate program.

Licensure: Currently, licensure is not required for the proposed program.

Resources: A total of \$533,000 in new funds will be needed for the program in the first five years, and a total of \$533,000 will be available through extramural funds and internal reallocation.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to the application, the hospitality industry in Jefferson County is growing with focus on expanding the entertainment district in downtown Birmingham as well as the relocation of the Birmingham Barons.
2. The demand for service industry workers will grow significantly based on projected business and industry expansion over the next ten years.

DECISION ITEM A-10: Lawson State Community College, Associate in Applied Science and Certificate in Hospitality Services Management (CIP 52.0999)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Implementation Date: The proposed program will be implemented August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 5, based on the proposal.
2. That the annual average number of graduates 2015-16 through 2018-19 (four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Lawson State Community College (LAW) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Curriculum for Proposed Program, attached.
3. Lawson State Community College proposal, dated March 21, 2014. Available upon request.

4. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.

Attachment 1

INSTITUTION Lawson State Community College

PROGRAM Associate in Applied Science and Certificate in Hospitality Services Management (CIP 52.0999)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$48,000	\$50,000	\$52,000	\$54,000	\$54,000	\$258,000
LIBRARY	\$5,000	\$5,000	\$5,000	\$5,000	\$0	\$20,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$45,000	\$30,000	\$30,000	\$30,000	\$20,000	\$155,000
STAFF	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$118,000	\$105,000	\$107,000	\$109,000	\$94,000	\$533,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$48,000	\$50,000	\$52,000	\$54,000	\$54,000	\$258,000
EXTRAMURAL	\$70,000	\$55,000	\$55,000	\$55,000	\$40,000	\$275,000
**TUITION	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$118,000	\$105,000	\$107,000	\$109,000	\$94,000	\$533,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
HEADCOUNT ENROLLMENT	8	8	11	11	15	11
NEW ENROLLMENT HEADCOUNT	8	4	4	5	5	5
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	8	8	8	8	8

**Tuition is not displayed since the institution will use resources from Title III and Perkins funding.

Attachment 2
Lawson State Community College
Associate in Applied Science and Certificate in Hospitality Services Management

First Semester				
ORI101	Orientation to College	1	0	1
*CUA 101	Orientation to Hospitality Profession	3	0	3
*CUA112	Sanitation, Safety and Food Preparation	2	0	2
*HMM241	Restaurant Service Management	3	0	3
ENG101	English Composition	3	0	3
MTH116	Mathematical Applications or BUS150 – Business Mathematics	3	0	3
PED	Activity Elective	1	0	1
	Total First Semester			16
Second Semester				
	*Elective in Hospitality Financial Management	3	0	3
	*Elective in Hospitality Human Resources Management	3	0	3
	*Elective in Beverage Management	3	0	3
SPH107	Speech	3	0	3
CIS146	Computer Science	3	0	3
PED	Activity Elective	1	0	1
	Total Second Semester			16
Summer Semester				
	Program Option Courses	9	0	9
	Option A Hospitality Services Management			
	Option B Hotel and Motel Management			
	Option C Travel and Tourism Management			
	Total Summer Semester			9
Third Semester				
RDG114	College Reading	3	0	3
	Humanities Electives	3	0	3
	Social Science Elective	3	0	3
	Program Option Courses	9	0	9
	Option A Hospitality Services Management			
	Option B Hotel and Motel Management			
	Option C Travel and Tourism Management			
	Total Third Semester			18
Fourth Semester				
BIO101	General Biology	3	1	4
	Program Option Courses	12	0	12
	Option A Hospitality Services Management			
	Option B Hotel and Motel Management			
	Option C Travel and Tourism Management			
	Total Fourth Semester			16
Total Hours (75 credit hours)				
*Required Courses				

ALABAMA COMMISSION ON HIGHER EDUCATION
 Friday, June 13, 2014

Course #	Course Title	Theory Contact Hours/Wk	Lab Contact Hours/Wk	Total Credit Hours
First Semester				
ORI101	Orientation to College	1	0	1
*CUA101	Orientation to Hospitality Profession	3	0	3
*CUA112	Sanitation, Safety and Food Preparation	2	0	2
*HMM241	Restaurant Services Management	3	0	3
	Elective from Hospitality Management, Hotel and Motel Management or Travel and Tourism Management	3	0	3
ENG101	English Composition	3	0	3
Total First Semester				15
Second Semester				
	*Elective in Hospitality Financial Management	3	0	3
	*Elective in Hospitality Human Resources Management	3	0	3
	*Elective in Beverage Management	1	2	3
	Elective from Hospitality Management, Hotel and Motel Management or Travel and Tourism Management	3	0	3
MTH116	Mathematics Applications	3	0	3
Total Second Semester				15
Third Semester				
CIS146	Computer Science	3	0	3
SPH107	Speech	3	0	3
	Three electives from Hospitality Management, Hotel and Motel Management or Travel and Tourism Management	9	0	9
Total Third Semester				15
Total Hours (45 credit hours)				
*Required courses				

ALABAMA COMMISSION ON HIGHER EDUCATION
 Friday, June 13, 2014

Course #	Course Title	Theory Contact Hours/Wk	Lab Contact Hours/Wk	Total Credit Hours
First Semester				
ORI101	Orientation to College	1	0	1
*CUA101	Introduction to the Hospitality Industry	3	0	3
*CUA112	Sanitation, Safety and Food Preparation	2	0	2
*HMM241	Restaurant Service Management	3	0	3
	Elective in Hospitality Management, Hotel and Motel Management or Travel and Tourism Management	3	0	3
	Total First Semester			12
Second Semester				
	*Elective in Hospitality Financial Management	3	0	3
	*Elective in Hospitality Human Resources Management	3	0	3
	*Elective in Beverage Management	3	0	3
	Two electives in Hospitality Management, Hotel and Motel Management or Travel and Tourism Management	6	0	6
	Total Second Semester			15
Total Hours (27 credit hours)				
*Required Courses				

DECISION ITEM A-11: Lawson State Community College, Associate in Applied Science and Certificate in Culinary Arts (CIP 12.0503)

EXECUTIVE SUMMARY

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

Program Objective: This program is designed to provide the training and development of skills for students to become competent in the field of Culinary Arts, food preparation and service. Students graduating and completing a program in Culinary Arts at the certificate and/or associate degree level are expected to do the following:

- Establish and maintain high standards of sanitation; demonstrate working knowledge of Hazard Analysis and Critical Control Points guidelines and applications.
- Describe the physiological effects of food on the human body.
- Exhibit nutritional awareness and implement food-for-life principles.
- Plan menus; purchase, cost and price product for profit.
- Demonstrate a solid foundation of techniques for food preparation, presentation and service included competence in baking, line cooking, classical cuisine and garde manger, specifically, those competencies required for ACF Certified Chef certification eligibility.
- Use problem solving techniques in maintaining kitchen morale and building a team spirit.
- Plan and cater events.
- Conform to professional standards in personal appearance.
- Demonstrate appropriate work ethic attitudes to include punctuality and professional business communication standards and expectations.
- Identify and describe the equipment available in the marketplace and plan its arrangement, operation, and maintenance for efficiency and safety.
- Conform to established codes of ethics and demonstrate a responsible attitude to the culinary arts profession.
- Demonstrate philosophical and practical application of ethics as a worker and supervisor in a daily work environment.
- Demonstrate display techniques as they apply to hot and cold buffet presentations.
- Demonstrate the ability to keep accurate food business records and understand the relationship between financial profits and good business ethics.
- Fabricate and process meats, seafood, and wild game.
- Demonstrate appropriate purchasing, preparation, and presentation techniques designed to maximize guest satisfaction.
- Demonstrate knowledge and application of food and cultures of Regional American and International cuisine.
- Gain taste distinction through analysis of food and sensory perceptions.
- Recognize, differentiate among, and critique customer service philosophies and identify the subtleties in the service of food and wine that distinguishes a high quality dining experience, commensurate with target market expectations.

Role: The proposed program is within the instructional role recognized for Lawson State Community College (LAW). Approval of the proposed program will expand the academic subdivision grouping "Personal & Culinary Services" to the AAS degree level.

Mode of Delivery: According to the program application, the use of distance education technology is not anticipated for this program at this time, except for the occasional use of

distance education offerings for the general education component where student scheduling needs dictate.

Similar Programs: The following institutions have similar Culinary Arts programs located at CIP 12.0503: Drake State Community and Technical College, Shelton State Community College, and Wallace State Community College (Hanceville).

Collaboration: According to the proposal, collaboration is planned with the K12 school system for hospitality services programs to support articulation of secondary students. Additionally, an articulation agreement with Troy University will allow graduates to articulate into its Hospitality, Sport and Tourism baccalaureate program.

Licensure: Currently, licensure is not required for the proposed program.

Resources: A total of \$4,460,000 in new funds will be needed for the program in the first five years, and a total of \$4,677,575 will be available through internal reallocations, tuition, and extramural funds.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Significant growth in the hospitality industry in Jefferson County has created a demand for service workers. The demand will continue to grow based on projected business and industry expansion over the next ten years.
2. Projected job openings in Culinary Arts over the next five years indicate over 1000 positions in the state, and close to 600 positions in Lawson's service area.

DECISION ITEM A-11: Lawson State Community College, Associate in Applied Science and Certificate in Culinary Arts (CIP 12.0503)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Implementation Date: The proposed program will be implemented August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 5, based on the proposal.
2. That the annual average number of graduates 2015-16 through 2018-19 (four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Lawson State Community College (LAW) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Curriculum for Proposed Program, attached.
3. Lawson State Community College proposal, dated March 21, 2014. Available upon request.

4. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.

Attachment 1

INSTITUTION Lawson State Community College

PROGRAM Associate in Applied Science and Certificate in Culinary Arts (CIP 12.0503)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000	\$240,000
LIBRARY	\$0	\$5,000	\$5,000	\$5,000	\$0	\$15,000
FACILITIES	\$3,750,000	\$0	\$0	\$0	\$0	\$3,750,000
EQUIPMENT	\$200,000	\$63,750	\$63,750	\$63,750	\$63,750	\$455,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$3,998,000	\$116,750	\$116,750	\$116,750	\$111,750	\$4,460,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000	\$240,000
**EXTRAMURAL	\$3,950,000	\$68,750	\$68,750	\$68,750	\$63,750	\$4,220,000
TUITION	\$0	\$25,200	\$63,000	\$64,125	\$65,250	\$217,575
TOTAL	\$3,998,000	\$141,950	\$179,750	\$180,875	\$177,000	\$4,677,575

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
HEADCOUNT ENROLLMENT	8	8	11	11	15	11
NEW ENROLLMENT HEADCOUNT	8	4	4	5	5	5
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	8	8	8	8	8

**Extramural funding sources are Title III and Perkins Vocational Funds.

Attachment 2
Lawson State Community College
Associate in Applied Science and Certificate
in Culinary Arts

ASSOCIATE DEGREE IN APPLIED SCIENCE IN CULINARY ARTS

Course #	Course Title	Theory Contact Hours/Wk	Lab Contact Hours/Wk	Total Credit Hours
First Semester				
ORI101	Orientation to College	1	0	1
*CUA 110	Basic Food Preparation	2	3	3
*CUA120	Basic Food Preparation Lab	0	2	2
*CUA213	Food Purchasing and Cost Control	3	0	3
*CUA112	Sanitation, Safety and Food Preparation	2	0	2
ENG101	English Composition	3	0	3
MTH100	Intermediate Mathematics	3	0	3
Total First Semester				17
Second Semester				
*CUA101	Introduction to the Hospitality Industry	3	0	3
*CUA111	Foundations in Nutrition	3	0	3
CUA115	Advanced Food Preparation	1	2	3
CUA201	Meat Preparation and Processing	1	2	3
CUA204	Foundations of Baking	1	2	3
CUA210	Beverage Management	2	0	2
Total Second Semester				17
Summer Semester				
CUA260	Culinary Internship Apprentice	0	6	6
Total Summer Semester				6
Third Semester				
CUA205	Introduction to Garde Manager	1	2	3
CUA208	Advanced Baking	1	2	3
CIS146	Computer Science	3	0	3
SPH107	Speech	3	0	3
	Humanities Electives	3	0	3
	Social Science Elective	3	0	3
Total Third Semester				18
Fourth Semester				
HSM111	Orientation to Hospitality Profession	3	0	3
CUA180	Special Topics in Hospitality Service	0	1	1
CUA261	Culinary Apprenticeship Practicum	1	1	1
	Science Elective	3	2	4
HED231	First Aid	3	0	3
RDG114	College Reading	3	0	3
Total Fourth Semester				15

CERTIFICATE IN CULINARY ARTS

Course #	Course Title	Theory Contact Hours/Wk	Lab Contact Hours/Wk	Total Credit Hours
First Semester				
ORI101	Orientation to College	1	0	1
*CUA 110	Basic Food Preparation	2	3	3
*CUA120	Basic Food Preparation Lab	0	2	2
*CUA213	Food Purchasing and Cost Control	3	0	3
*CUA112	Sanitation, Safety and Food Preparation	2	0	2
ENG101	English Composition	3	0	3
Total First Semester				14
Second Semester				
*CUA101	Introduction to the Hospitality Industry	3	0	3
*CUA111	Foundations in Nutrition	3	0	3
CUA115	Advanced Food Preparation	1	2	3
CUA210	Beverage Management	2	0	2
MTH100	Intermediate Mathematics	3	0	3
Total Second Semester				14
Third Semester				
CUA201	Meat Preparation and Processing	1	2	3
CUA204	Foundations of Baking	1	2	3
CIS146	Computer Science	3	0	3
SPH107	Speech	3	0	3
Total Third Semester				12
Total Hours (40 credit hours)				

DECISION ITEM A-12: Shelton State Community College, Associate in Applied Science and Certificate in Health Information Technology (CIP 51.0707)

EXECUTIVE SUMMARY

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

Program Objective: The proposed Health Information Technology (HIT) program includes medical coding, health office administration, and a variety of applications related to computerized medical records. The HIT program will: 1) provide excellent training for students planning on a career in Health Information Technology; 2) provide opportunities for current Health Information Technologists or other medical workers to gain additional skills in this field as national requirements change; and 3) meet the needs of health care employers in the institution's service area (Tuscaloosa County) for well-trained workers.

Role: The proposed program is within the instructional role for Shelton State Community College (SHC).

Mode of Delivery: All HIT courses taught at the institution will utilize the Blackboard course management system to enhance and supplement student learning processes.

Similar Programs: Currently, Bishop State Community College and Reid State Technical College have AAS and AAT programs in Health Information Technology in the Academic Program Inventory.

Collaboration: According to SHC officials, the institution has established a working relationship with two other schools in the Alabama Community College System offering HIT programs. SHC hopes to work with colleagues at these schools on curriculum updates and revisions, and to have regular consultations among the program directors.

Licensure: Licensure is not required, but given the increased responsibilities and knowledge associated with recent changes to health care laws, employers are increasingly seeking licensed HIT specialists. Students who complete the HIT Program are required to take a comprehensive national examination to become a Registered Health Information Technician (RHIT). It is administered by the American Health Information Management Association (AHIMA).

Clinical Agreements: SHC has provided documentation of a clinical agreement with DCH Health Care Authority. The clinical agreement will become effective August 1, 2014 and will cover the 2014-2017 academic years.

Resources: A total of \$634,000 in new funds will be needed for the program in the first five years, and a total of \$641,378 will be available through tuition.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to information in the application, SHC has a large number of applicants applying for entry into the practical nursing and associate degree in nursing programs. Approximately 185 students a year are admitted to these programs, while more than 200 candidates meeting the minimum qualifications are not accepted. The proposed HIT program will offer an alternative option to those students who do not meet the qualifications for other health related programs.
2. The proposed program will have a certificate in Medical Coding.

DECISION ITEM A-12: Shelton State Community College, Associate in Applied Science and Certificate in Health Information Technology (CIP 51.0707)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science in Health Information Technology.

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

Implementation Date: The proposed program will be implemented August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 5, based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Shelton State Community College (SHC) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

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

4. Shelton State Community College proposal, dated March 21, 2014. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Shelton State Community College

PROGRAM Associate in Applied Science in Health Information Technology (CIP 51.0707)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	<u>\$120,000</u>	<u>\$120,000</u>	<u>\$120,000</u>	<u>\$120,000</u>	<u>\$120,000</u>	<u>\$600,000</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
FACILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EQUIPMENT	<u>\$14,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$34,000</u>
STAFF	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>\$0</u>
OTHER	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$134,000</u>	<u>\$125,000</u>	<u>\$125,000</u>	<u>\$125,000</u>	<u>\$125,000</u>	<u>\$634,000</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EXTRAMURAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TUITION	<u>\$51,948</u>	<u>\$127,892</u>	<u>\$153,846</u>	<u>\$153,846</u>	<u>\$153,846</u>	<u>\$641,378</u>
TOTAL	<u>\$51,948</u>	<u>\$127,892</u>	<u>\$153,846</u>	<u>\$153,846</u>	<u>\$153,846</u>	<u>\$641,378</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>8</u>	<u>8</u>	<u>11</u>	<u>11</u>	<u>15</u>	<u>11</u>
NEW ENROLLMENT HEADCOUNT	<u>8</u>	<u>4</u>	<u>4</u>	<u>5</u>	<u>5</u>	<u>5</u>
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>

Attachment 3

SHC
 Associate in Applied Science and Certificate in
 Health Information Technology

SSCC Health Information Technology Program: Proposed Curriculum

	Semester Hours
Area I - Written Composition: 6	
ENG 101 English Composition	3
ENG 102 English Composition II.....	3
TOTAL.....	6
Area II – Humanities and Fine Arts: 3	
SPH 106 Fundamental of Oral Communication or SPH 107 Fundamentals of Public Speaking	3
Humanities Elective	3
TOTAL.....	6
Area III - Natural Science or Mathematics: 15	
MTH 116 Math Applications or MTH 100 Intermediate College Algebra	3
BIO 103 Principles of Biology I.....	4
*BIO 201 Human Anatomy and Physiology I	4
*BIO 202 Human Anatomy and Physiology II	4
TOTAL.....	15
Area IV - History, Social, and Behavioral Sciences: 3	
PSY 200 General Psychology	3
TOTAL.....	3
Area V - Technical Concentration and Electives: 47	
ORI 101 Orientation to College	1
HIT 110 Medical Terminology.....	3
HIT 111 Diagnostic & Pharmacology for HIT	2
HIT 115 Pathophysiology & Pharmacology for HIT.....	4
HIT 130 HIT Classification & Reimbursement.....	3
HIT 131 Classification Skills Lab.....	1
HIT 134 HIT Legal and Ethical Issues.....	3
HIT 151 Health Data Content and Structure	3
HIT 152 Skills Development Laboratory I.....	1
HIT 153 Health Care Delivery Systems.....	2
HIT 158 Introduction to Clinical Environment.....	1
HIT 160 HIT Clinical Practice	1
HIT 221 HIT Computer Applications.....	2
HIT 230 Medical Coding Systems I	3
HIT 231 Medical Coding Skills Laboratory I.....	1
HIT 232 Medical Coding Systems II.....	3
HIT 254 Organizational Improvement	3
HIT 255 Principles of Supervision in HIT	3
HIT 286 Expanded Medical Coding.....	2
HIT 292 HIT Exam Review.....	2
HIT 296 Professional Practice.....	2
TOTAL.....	46
Total Hours Required for Degree	76
*BIO 103 is a prerequisite to this course.	

SSCC Medical Coding Certificate Program: Proposed Curriculum

	Semester Hours
Area I - Written Composition: 3	
ENG 101 English Composition	3
Area II – Humanities and Fine Arts: 3-6	
SPH 106 Fundamental of Oral Communication or SPH 107 Fundamentals of Public Speaking	3
Area III - Natural Science or Mathematics: 6	
MTH 116 Math Applications or MTH 100 Intermediate College Algebra	3
CIS 146 Computer Applications	3
History, Social, and Behavioral Sciences: 0	
Area V - Technical Concentration and Electives: 36	
ORI 101 Orientation to College	1
HIT 113 Anatomy, Physiology & Medical Terminology.....	5
HIT 111 Diagnostic & Pharmacology for HIT	2
HIT 115 Pathophysiology & Pharmacology for HIT	4
HIT 130 HIT Classification & Reimbursement.....	3
HIT 131 Classification Skills Lab.....	1
HIT 151 Health Data Content and Structure	3
HIT 158Intro. To the Clinical Environment for HIT/MCC.....	1
HIT 221 HIT Computer Applications.....	2
HIT 230 Medical Coding Systems I	3
HIT 231 Medical Coding Skills Laboratory I	1
HIT 232 Medical Coding Systems II	3
HIT 233 Medical Coding Skills Laboratory.....	1
HIT 286 Expanded Medical Coding.....	2
HIT 292 Hit Exam Review	2
HIT 296 Professional Practice.....	2
Total Hours Required for Certificate	48.

DECISION ITEM A-13: Wallace State Community College (Selma), Certificate in Patient Care Technician (CIP 51.1614)

EXECUTIVE SUMMARY

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

Program Objective: The Certificate in Patient Care Technician is designed to provide students with opportunities for career advancement and upward mobility through multiple pathways that lead to multi-level, industry-recognized credentials.

Role: The proposed program is within the instructional role recognized for Wallace State Community College (Selma) (WSS).

Mode of Delivery: According to the application, the program will be facilitated in a hybrid format. Approximately 70 percent of the instruction will be facilitated in a face-to-face platform and 30 percent will be facilitated online. Each course will be supported with an online virtual classroom equipped with lecture notes, recorded audio/visual lectures, and discussion platforms.

Similar Programs: There are no other similar programs in the Academic Program Inventory.

Collaboration: According to WSS officials, the institution is working collaboratively with Wallace Community College (Hanceville) to develop the curriculum and establish the proposed patient care technician program.

Licensure: The licensure/certification agency for the Patient Care Technician program is the American Certification Agency (ACA) for Healthcare Professionals. According to officials at WSS, the program outcome for licensure/certification will be that 80 percent of first time takers will successfully pass the certification exam.

Resources: A total of \$1,438,042 in new funds will be needed for the program in the first five years, and a total of \$1,717,282 will be available through tuition, extramural funds, and internal reallocation.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to information in the application, the proposed Certificate in Patient Care Technician will help those students who are denied entry to other health related programs at WSS.
2. WSS in conjunction with Wallace State Hanceville have partnered with four technical colleges located in North and South Carolina in the Better Occupational Outcomes with Simulation Training or BOOST. According to the application, BOOST's short-term, stackable certificates will be replicated at all of the colleges in the consortium to demonstrate how a well-structured program for entry-level health-care workers guided by employers and infused with technology leads to higher credential completion and work retention rates in a variety of socioeconomic or geographic locations. WSS received a \$3.2 million BOOST grant that will provide sufficient funding to implement and sustain all aspects of the program

DECISION ITEM A-13: Wallace State Community College (Selma), Certificate in Patient Care Technician (CIP 51.1614)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Certificate in Patient Care Technician.

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

Implementation Date: The proposed program will be implemented August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 5, based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Wallace State Community College (Selma) (WSS) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

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

4. Wallace State Community College (Selma) proposal, dated March 21, 2014. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Wallace State Community College (Selma)

PROGRAM Certificate in Patient Care Technician (CIP 51.1614)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	<u>\$43,200</u>	<u>\$57,600</u>	<u>\$57,600</u>	<u>\$57,600</u>	<u>\$57,600</u>	<u>\$273,600</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
FACILITIES	<u>\$250,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$250,000</u>
EQUIPMENT	<u>\$605,692</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$605,692</u>
STAFF	<u>\$48,750</u>	<u>\$65,000</u>	<u>\$65,000</u>	<u>\$65,000</u>	<u>\$65,000</u>	<u>\$308,750</u>
OTHER	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$947,642</u>	<u>\$122,600</u>	<u>\$122,600</u>	<u>\$122,600</u>	<u>\$122,600</u>	<u>\$1,438,042</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$122,600</u>	<u>\$122,600</u>	<u>\$245,200</u>
EXTRAMURAL	<u>\$947,642</u>	<u>\$122,600</u>	<u>\$122,600</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,192,842</u>
TUITION	<u>\$23,400</u>	<u>\$49,920</u>	<u>\$68,640</u>	<u>\$68,640</u>	<u>\$68,640</u>	<u>\$279,240</u>
TOTAL	<u>\$971,042</u>	<u>\$172,520</u>	<u>\$191,240</u>	<u>\$191,240</u>	<u>\$191,240</u>	<u>\$1,717,282</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>8</u>	<u>8</u>	<u>11</u>	<u>11</u>	<u>15</u>	<u>11</u>
NEW ENROLLMENT HEADCOUNT	<u>8</u>	<u>4</u>	<u>4</u>	<u>5</u>	<u>5</u>	<u>5</u>
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>

Attachment 3

**WSS
 Certificate in Patient Care Technician**

First Semester/Fast Track

Wallace Community College Selma	Theory		Lab		Clinical		Course Hours	
Course	Credit Hours	Weekly Contact Hours	Credit Hours	Weekly Contact Hours	Credit Hours	Weekly Contact Hours	Course Credit Hours	Course Contact Hours
NAS/HHA 115 Cardiopulmonary Resuscitation	0	0	1	3	1	3	2	6
ENG 100 Vocational Technical English I	3	3	0	0	0	0	3	3
HPS 103 Foundation Competencies for Health Sciences	3	3	0	0	0	0	3	3
CIS 130 Intro to information systems	3	3	0	0	0	0	3	3
HPS 105 Medical Terminology for Health Care	2	2	1	3	0	0	3	5
BIO 250 Directed Studies In Biology I	0	0	4	12	0	0	4	12
Term Total	11	11	6	18	1	3	18	32

Second Semester/ CNA and EKG Technician

Wallace Community College Selma	Theory		Lab		Clinical		Course Hours	
Course	Credit Hours	Weekly Contact Hours	Credit Hours	Weekly Contact Hours	Credit Hours	Weekly Contact Hours	Course Credit Hours	Course Contact Hours
NAS/HHA 120 Fundamental of Nursing Assistant/Home Health Aide	9	9	2	6	0	0	11	15
NAS/HHA 121 Fundamental of Nursing Assistant/ Home Health Aide Clinical	0	0	0	0	3	9	3	9
NAS/HHA 130 Basic Electrocardiogram	1	1	1	3	0	0	2	4
Term Total	11	10	3	9	3	9	16	28

Third Semester/ Phlebotomy

Wallace Community College Selma	Theory		Lab		Clinical		Course Hours	
Course	Credit Hours	Weekly Contact Hours	Credit Hours	Weekly Contact Hours	Credit Hours	Weekly Contact Hours	Course Credit Hours	Course Contact Hours
HPS 118 Phlebotomy	1	1	1	3	3	9	5	13
HPS 119 Phlebotomy Clinical	0	0	0	0	4	12	4	12
MTH 116 Mathematical Applications	3	3	0	0	0	0	3	3
PHL 206 Ethics and Society	3	0	0	0	0	0	3	3
Term Total 52 Credit hours	7	4	1	3	7	21	15	31

MARCH 2014

DECISION ITEM A-14: Auburn University at Montgomery, Master of Education in Kinesiology (CIP 31.0505)

EXECUTIVE SUMMARY

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

Program Objective: The purpose of this proposal is to establish a Master of Education in Kinesiology and move within this program three existing options from the Master of Education in Secondary Education: Physical Education (P-12), Sport Management, and Exercise Science.

The degree program will result in a Master of Education in Kinesiology with three options:

1. Physical Education (P-12) – Certification (Traditional & Alternative)
2. Sport Management – Certification & Non-Certification
3. Exercise Science – Non-Certification

The proposed Kinesiology program will continue many of the practices of the current options.

Role: The proposed program is within the instructional role recognized by the Commission for the Auburn University at Montgomery.

Mode of Delivery: The traditional physical education option is taught entirely online. In addition, the department currently teaches courses in Exercise Science and Sport Management using traditional, hybrid, and online presentations. All courses are offered on the AUM Campus.

Similar Programs: According to the most recent listing of approved field of study/program titles on the ACHE website, six state university systems have Master's programs in Physical Education or Kinesiology and Exercise Science with no such programs in the immediate Montgomery area.

Collaboration: No formal collaborative agreements have been made.

Resources: The proposal projected that \$0 will be required for the program in the first five years, and that \$319,320 will be available over the same period through tuition.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Minimum additional resources are required in order to offer this master's. There should be sufficient funds available for program sustainability and growth as described in the proposal.
2. There appears to be sufficient need and student demand to support the program.
3. There are a wide range of employment opportunities available to graduates.

DECISION ITEM A-14: Auburn University at Montgomery, Master of Education in Kinesiology (CIP 31.0505)

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

Staff Recommendation: That the Commission approve the proposed Master of Education in Kinesiology (CIP 31.0505) and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 8, based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 6, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University at Montgomery will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The Auburn University at Montgomery program proposal, received February 20, 2014. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Auburn University at Montgomery

PROGRAM Master of Education in Kinesiology (CIP 31.0505)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS (& Fellowships)	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$10	\$0	\$0
TUITION	\$39,600	\$69,930	\$69,930	\$69,930	\$69,930	\$319,320
TOTAL	\$39,600	\$69,930	\$69,930	\$69,930	\$69,930	\$319,320

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	14	14	14	14	13
NEW ENROLLMENT HEADCOUNT	8	8	8	8	8	8
DEGREE COMPLETION PROJECTIONS	0	6	6	6	6	6

Attachment 2

Summary of Background Information

Master of Education in Kinesiology
Auburn University at Montgomery

Role: The proposed program is within the instructional role recognized by the Commission for Auburn University at Montgomery.

Description and Objectives: The purpose of this proposal is to establish a Master of Education in Kinesiology and move within this program three existing options from the Master of Education in Secondary Education: Physical Education (P-12), Sport Management, and Exercise Science.

The new degree program will result in a Master of Education in Kinesiology with three options:

1. Physical Education (P-12) – Certification (Traditional & Alternative)
2. Sport Management – Certification & Non-Certification
3. Exercise Science – Non-Certification

The purpose of this proposal is to establish a Master of Education in Kinesiology and move within this program three existing options from the Master of Education in Secondary Education: Physical Education (P-12), Sport Management, and Exercise Science.

Currently, AUM offers the Master of Education in Secondary Education with an option in Physical Education (P-12), Sport Management, and Exercise Science. If there is approval for AUM to offer a Master of Education in Kinesiology with the options of Physical Education (P-12), Sport Management, and Exercise Science, then the options of Physical Education (P-12), Sport Management, and Exercise Science will be removed from within the Master of Education in Secondary Education.

The proposed Kinesiology program will continue many of the practices of the current options.

Traditional Master level candidates in Physical Education (P-12) will continue to be required to possess a valid teaching certificate in Physical Education (P-12) and build on the competencies met at the Bachelor's level in Physical Education according to the Alabama State Department of Education.

Traditional Master level candidates in Sport Management (certification option) will continue to be required to possess a valid bachelor or master level professional educator certificate in a teaching field or a master level professional educator certificate in another area of instructional support. Traditional Master level candidates in Sport Management are required to meet program standards specific to Sport Management according to the Alabama State Department of Education.

Alternative Master level candidates in the Physical Education (P-12) option will continue to be required to meet all Alabama Quality Teaching Standards and program specific physical education standards according to the Alabama State Department of Education.

These standards are aligned with the National Association for Sport and Physical Education (NASPE) teacher education standards and the Alabama Course of Study for Physical Education. Exercise Science (formally "Adult Fitness," one of two options under AUM's original non-certification physical education option) is a non-certification option.

The Exercise Science option is recognized by the National Strength and Conditioning Association and works closely with the American College of Sports Medicine.

A non-certification version of the Sport Management option is also available. This program covers the same standards as the certification program in Sport Management but is designed for individuals not interested in a teaching credential.

Assessment: Program outcome assessment is in place for the existing program options and will continue as such if this proposal is approved. Each student in the program has an electronic portfolio in LiveText and adds assignments from each course. Portfolios are used to showcase proficiency to potential employers and to provide data used for program improvement.

Instructors create assessments pertaining to the indicators specific to that course to determine candidate mastery of each standard. At the end of each semester, instructors assess portfolios using a rubric with a range from "1"-unsatisfactory- to "4"-exceptional. The assessment of the candidates' portfolio may come directly from the assessment included in the portfolio or the assessment may be completed using assessments outside of the portfolio. Instructors decide which assessments are appropriate when assigning summative indicator scores on the rubric.

All data assessments are collected utilizing LiveText, a web-based data management system used by the School of Education. Annual reports are provided to the department head for use in faculty program review of candidates and the program. Semester reports are provided to department heads and program coordinators to analyze individual candidate data.

The Office of Institutional Effectiveness collects enrollment and productivity projections and employment/graduate school accomplishments of graduate's data.

Administration: The program will be administered by the College of Education, Dean: Dr. Sheila Austin, Department Chairperson: Dr. Henry N. Williford, Jr.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Five members of the ACGD participated in the final vote. All five voted to approve the proposal. Comment was general in that no specific problems were foreseen.

Accreditation: The Physical Education P-12 option and the Sport Management certification option are currently accredited by the Council for the Accreditation of Educator Preparation (CAEP) formerly the National Council for Accreditation of Teacher Education, (NCATE) and the Alabama State Department of Education. AUM's Exercise Science non-certification option is an Educationally Recognized Program (ERP) by the National Strength and Conditioning Association (NSCA) at the graduate level.

Curriculum: Program Completion Requirements

Physical Education P-12 (Traditional Master's - Certification)

Credit hours required in major courses: 15-18
Credit hours required in support courses: 9-12
Credit hours in required or free electives: 0-3
Credit hours for thesis or dissertation: 3-4
Minimum hours: 33

Physical Education P-12 (Alternative Master's - Certification)

Credit hours required in major courses: 31-34
Credit hours required in support courses: 12
Credit hours in required or free electives: 0-3
Credit hours for thesis or dissertation: 0
Minimum hours: 46

Sport Management (Traditional Master's – Certification)

Credit hours required in major courses: 27-30
Credit hours required in support courses: 6
Credit hours in required or free electives: 0-3
Credit hours for thesis or dissertation: 0
Minimum hours: 36

Sport Management (Non – Certification)

Credit hours required in major courses: 30
Credit hours required in support courses: 3
Credit hours in required or free electives: 0
Credit hours for thesis or dissertation: 0
Minimum hours: 33

Exercise Science (Non-Certification)

Credit hours required in major courses: 15
Credit hours required in support courses: 3
Credit hours in required or free electives: 12
Credit hours for thesis or dissertation: 3-4
Minimum hours: 33

There may be additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.

Physical Education P-12 Traditional Master's students must complete a practicum. Physical Education P-12 Alternative Master's students must complete a full semester internship and a practicum. Sport Management students, both certification and non-certification, must complete an internship. Students in the master's Exercise Science non-certification option must complete a thesis or non-thesis project. All options must successfully complete a comprehensive examination.

Collaboration: No formal collaborative agreements have been made.

Distance Education: The traditional physical education option is taught entirely online. In addition, the department currently teaches courses in Exercise Science and Sport Management using traditional, hybrid, and online presentations. All courses are offered on the AUM Campus. Students pay an additional fee to support technology and online classes.

Admissions: The following requirements must be met for admission to all options in the proposed Kinesiology program:

Official transcripts of all college work, including a degree posted transcript from an accredited college or university or its equivalent.

A minimum GPA of 2.5 on the transcript issued by the degree granting institution.
(Alternative Master's Certification Option only)

A minimum GPA of 2.5 on the last 75 semester hours (100 quarter hours) of coursework that was counted toward a degree or certification. (Traditional Certification Option only)

Satisfactory Miller Analogies Test score or Graduate Record Examination score that is no more than five years old. Official scores must be submitted from the testing agency.

A valid, Alabama Teaching Certificate reflecting certification in the proposed graduate teaching field on the Class B level. (Certification Options only)

An evaluation of effectiveness as a teacher as evidenced by a notarized EXP form or a final internship evaluation. (Certification Options only)

Alabama Certification of Teachers Fingerprint Inquiry Clearance.

A bachelor's level valid teaching certificate in the physical education or sport related field (Traditional Certification option only)

Pass all the subtests on the basic skills Alabama Educator Certification Testing Program (AECTP). (Alternative Master's Certification option only).

Transcripts of all prerequisite coursework needed to meet State Department of Education requirements. Each option has its own particular prerequisites.

If prerequisites are needed after an evaluation of official transcripts notification that these courses must be taken and an official transcript submitted prior to admission. For some programs, a passing score on the appropriate Praxis II (Content Knowledge Test) may be used in lieu of prerequisite coursework. (Alternative Master's Certification option only)

When AUM's Office of Graduate Studies has collected all relevant documents, a screening committee then considers the application materials. A formula that weighs the undergraduate academic average and a graduate entrance examination score is used by the screening committee and on the basis of the formula and other considerations itemized above, the committee recommends admission or denial to the program.

Need: AUM has had a certification program option in Physical Education at the Master's level since 1992 and four non-certification Physical Education concentrations:

"Adult Fitness" (which evolved into the Exercise Science option in 2000), Adaptive Physical Education, General Physical Education, and "Athletic Coaching" (which evolved into the Sport Leadership option in 2000) and most recently, Sport Management was approved in 2010. We feel moving these options under the proposed degree of Master of Education in Kinesiology will better serve these students who are in the existing options. Physical Education P-12 and Sport Management certification options and all non-certification Physical Education options, i.e., Sport Management and Exercise Science are required in this area to support the demands of today's market in Physical Education and sports-related fields.

According to the most recent listing of approved field of study/program titles on the ACHE website six state university systems have Master's programs in Physical Education or Kinesiology and Exercise Science with no such programs in the immediate Montgomery area.

Responses during the NISP phase of proposal development were generally supportive of the program request. It appeared to be clear to reviewers that AUM is simply attempting to take the existing options of Physical Education P-12, Exercise Science, and Sport Management currently under Secondary Education and elevate them to a more appropriate degree program of Kinesiology.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Nation	1,100,400	1,100,400	1,100,400	1,100,400	1,100,400	5,502,000
SREB	55,970	55,970	55,970	55,970	55,970	279,850
Alabama	2,960	2,960	2,960	2,960	2,960	14,800

Student Demand: Jobs in physical education and exercise science encompass a variety of disciplines. The majority of professionals in these fields have achieved an undergraduate degree and/or certification in their intended discipline of work and require an advanced degree and additional training. Attaining a master's degree in exercise science or physical education is common for those pursuing a career in a health or exercise related field. An aging population and growing concern over health will increase the need for qualified health and fitness professionals. Exercise Science and physical education jobs have a very promising outlook.

Resources:

Faculty: No new faculty will be hired for this proposed program.

Current Primary Faculty—

Full-time: 7
Part-time: 0

Support Faculty—

Full-time: 0
Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0
Part-time: 0

Support Faculty—

Full-time: 0
Part-time: 0

Support Staff: Not applicable. No additional support staff will be required.

Fellowships and Assistantships: The department currently has 5 graduate assistants. They receive \$15,000 to \$18,000 per year. No new assistantships are anticipated at this time.

Equipment: No additional equipment will be needed to support the proposed program.

Facilities: The Department of Physical Education and Exercise Science is housed in the new Wellness Center. The center is a 73,500-square-foot, twenty million dollar, state-of-the-art facility and provides the following: classrooms with advanced technology; offices; conference room; rock climbing wall; aquatic center; running track; multipurpose basketball, badminton, volleyball, and pickle ball courts; two fully equipped human performance labs with research and testing equipment; aerobic and strength training room; and spinning room. No renovations or additions are required.

Library: The current library collection for supporting the Kinesiology program options was assessed by AUM's library. Overall, the collection was found to be sufficient to support the Kinesiology program options at the master's level.

Program Budget: The proposal projected that \$0 will be required for the program in the first five years, and that \$319,320 will be available over the same period through tuition and extramural funds.

Attachment 3

**Auburn University at Montgomery
 Master of Education in Kinesiology**

**SUGGESTED COURSE SEQUENCE FOR
 TRADITIONAL MASTER OF EDUCATION
 PHYSICAL EDUCATION**

Fall	Spring	Summer
PHED 6160 Advanced Adapted	FNDS 6170 Advanced Ed. Psych	FNDS 6000 Hist. Phil. Fnd. Ed.
FNDS 6610 Research In Education	*Teaching Field elective	* FNDS 6213 Computer Based Inst Strat
Fall	Spring	Summer
*Teaching Field elective	*Teaching Field elective	PHED 7914 Practicum
*Teaching Field elective	PHED 7992 or PHED 7985	PHED 7982

* = electives

APPROVED Physical Education Teaching Field ELECTIVES

- *PHED 6020 Elementary Methods in Physical Education
- *PHED 6030 Advanced Methods of Teaching Physical Education
- *PHED 6050 Advanced Motor Development
- PHED 6243 Advanced Exercise Prescription
- *PHED 6250 Nutritional Basis of Exercise
- *PHED 6270 Sociology of Sport and Physical Activity
- *PHED 6280 Psychology of Coaching
- PHED 6363 Advanced Emergency Medical Care
- *PHED 6944 Professional Leadership
- *PHED 6972 Problems and Issues

*Offered online

PHED 7992 Master's Thesis or 7985 Non-thesis opt. (end of program)

PHED 7982 Comprehensive Exam (end of program)

Attachment 3 (continued)

**SUGGESTED COURSE SEQUENCE FOR
 ALTERNATIVE MASTER OF EDUCATION
 PHYSICAL EDUCATION**

Fall	Spring	Summer
PHED 6160 Advanced Adapted	FNDS 6170 Advanced Ed. Psych	*PHED Teaching Field Elective
FNDS 6610 Research In Education	PHED 6183 Adv. Measurement and Evaluation	FNDS 6213 Computer Based Instructional Strategies *
Fall	Spring	Summer
READ 6563 Reading in Content Area	PHED 6020 Elem Methods Physical Ed	*PHED Teaching Field Elective
PHED 6030 Advanced Methods	*PHED Teaching Field Elective	* PHED Teaching Field Elective
Fall	Spring	Summer
*PHED Teaching Field Elective	EDUC 6914	
*PHED Teaching Field Elective	PHED 6924	
	PHED 7982	

APPROVED Teaching Field ELECTIVES

- *PHED 6030 Advanced Methods of Teaching Physical Education
- *PHED 6050 Advanced Motor Development
- PHED 6243 Advanced Exercise Prescription
- *PHED 6250 Nutritional Basis of Exercise
- *PHED 6270 Sociology of Sport and Physical Activity
- *PHED 6280 Psychology of Coaching
- PHED 6363 Advanced Emergency Medical Care
- *PHED 6944 Professional Leadership
- *PHED 6972 Problems and Issues

*Offered online

PHED 6924 Internship in Physical Ed. (end of program) EDUC 6914 Practicum End of Program
 PHED 7982 Comprehensive Exam (end of program)

Attachment 3 (continued)

**SUGGESTED COURSE SEQUENCE FOR
 TRADITIONAL MASTER OF EDUCATION
 SPORT MANAGEMENT**

Fall	Spring	Summer
PHED 6330 Sport Marketing	FNDS 6213 Comp. Based Instructional Technologies	PHED 6200 O & A in Sport and Physical Education
PHED 6160 Adv. Adapted Physical Education	FNDS 6610 Research in Education	PHED 6310 Ethics in Sport
Fall	Spring	Summer
PHED 6380 Leadership in Sport Organizations	*PHED 6350 Sport Facility Planning and Construction	*PHED 6270 Advanced Sociology in Sport and Physical Activity
PHED 6340 Risk and Legal Issues	PHED 6964 Professional Internship in Sport Management	PHED 7982 Comprehensive Exam

FNDS 6610 Research in Education (prior to comps and internship)

PHED 6954 Internship In Sport Management (end of program)

PHED 7982 Masters Comps (end of program)

Attachment 3 (continued)

**SUGGESTED COURSE SEQUENCE FOR
 MASTER OF EDUCATION
 SPORT MANAGEMENT
 (Non-Certification Option)**

Fall	Spring	Summer
PHED 6330 Sport Marketing	PHED 6350 Sport Facility Planning and Construction or PHED 6370 Adv. Sport Sales and Promotion	PHED 6200 O & A in Sport and Physical Education
FNDS 6610 Research in Education	PHED 6360 Adv. Sport Finance	PHED 6310 Ethics in Sport
Fall	Spring	Summer
PHED 6380 Leadership in Sport Organizations	PHED 6954 Internship in Sport Management	*PHED 6270 Advanced Sociology in Sport and Physical Activity
PHED 6340 Risk and Legal Issues		PHED 7982 Comprehensive Exam

FNDS 6610 Research in Education (prior to comps and internship)

PHED 6954 Internship In Sport Management (end of program)

PHED 7982 Masters Comps (end of program)

Attachment 3 (continued)

**SUGGESTED COURSE SEQUENCE FOR
 EXERCISE SCIENCE
 (Non-Certification)**

To start Fall Semester:

Fall	Spring	Summer	Fall
PHED 6003 – Adv. Ex. Physiology of Exercise	PHED 6044 – Adv. Biomechanics of Human Movement	FNDS 6610 – Research in Education	PHED 6243 – Adv. Exercise Prescription
* PHED elective	PHED 6013 – Adv. Cardiac Rehab	PHED 6972 – Problems and Issues	PHED 7992 – Thesis or PHED 7985 – Non-Thesis
*PHED elective	PHED 6230 – Scientific Basis of Exercise	*PHED elective	PHED 7982 - Comps

To start Summer Semester:

Summer	Fall	Spring	Summer
PHED 6003 – Adv. Ex. Physiology of Exercise	PHED 6243 – Adv. Exercise Prescription	PHED 6044 – Adv. Biomechanics of Human Movement	PHED 7992 – Thesis or PHED 7985 – Non-Thesis
PHED 6972 – Problems and Issues	FNDS 6610 – Research in Education	PHED 6230 – Scientific Basis of Exercise	* PHED elective
	* PHED elective	PHED 6013 – Adv. Cardiac Rehab	PHED 7982 - Comps
	* PHED elective		

PHED Electives:

- PHED 6043 Advanced Kinesiology
- PHED 6250 Nutritional Basis of Exercise (Online Fall)
- PHED 6383 Advanced Athletic Training
- PHED 6944 Professional Leadership (Lecture, Every Semester)
- PHED 6363 Advanced Emergency Medical Care
- PHED 6183 Advanced Measurement and Evaluation (Lecture, Spring/Fall)

OTHER ELECTIVES: Check with PHED Department to enroll
 PHED 6050 Advanced Motor Development (Internet, Spring)
 PHED 7914 Practicum in Exercise Science (Every Semester/Spring)

- A & P I (BIOL 2010 or equivalent) is one of the pre-requisites for these courses.
- Note A & P I is offered Spring and Summer semesters if needed to start course

DECISION ITEM A-15: Auburn University, Master of Science in Agricultural Leadership
(CIP 13.1319)

EXECUTIVE SUMMARY

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

Program Objective: The goal of this program is to provide opportunities for working professionals to improve their knowledge and skills in education and in a content area related to an agricultural field.

Upon completing the Master's of Science in Agricultural Leadership program, students will:

1. Enhance their educational and agricultural knowledge base and communication skills,
2. Develop and maintain their educational and technical competence of agriculture resources,
3. Conduct research and scholarly activities focused on teaching and learning in agriculture, content areas,
4. Improve their cross-curriculum problem solving and critical thinking skills, and
5. Serve in professional careers in agribusiness, education, and other organizations.

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

Mode of Delivery: The degree is offered both face-to-face and is also available completely by distance education for certain specialty areas.

Similar Programs: This program is designed to attract an entirely new group of students as it is the first master's-level program of its kind within the state of Alabama.

Collaboration: The College of Agriculture is part of a national consortium of universities offering programs and courses in agriculture disciplines (in particular, for the soil, water, and environmental sciences).

Resources: The proposal projected that \$49,500 in new funds will be required for the program over the first five years, and that \$321,000 will be available over the same period through tuition and extramural funds.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Minimum additional resources are required in order to offer this master's. There should be sufficient funds available for program sustainability and growth as described in the proposal.
2. There appears to be sufficient need and student demand to support the program.
3. Expertise in this discipline is highly important to the region and State of Alabama.

DECISION ITEM A-15: Auburn University, Master of Science (MS) in Agricultural Leadership (CIP 13.1319)

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

Staff Recommendation: That the Commission approve the proposed Master of Science (MS) in Agricultural Leadership (CIP 13.1319) and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2015. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2015-16, will be at least 4, based on the proposal.
2. That the annual average number of graduates for the period 2016-17 through 2019-20 (four-year average) will be at least 5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2020.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University program proposal, received March 17, 2014. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Auburn University

PROGRAM Master of Science in Agricultural Leadership (CIP 13.1319)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY	\$6,000	\$7,500	\$9,000	\$12,000	\$15,000	\$49,500
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$6,000	\$7,500	\$9,000	\$12,000	\$15,000	\$49,500

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$10	\$0	\$0
TUITION	\$41,000	\$48,000	\$68,000	\$75,000	\$89,000	\$321,000
TOTAL	\$41,000	\$48,000	\$68,000	\$75,000	\$89,000	\$321,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	14	22	29	36	21
NEW ENROLLMENT HEADCOUNT	5	4	4	4	5	4 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	2	3	7	9	5

Attachment 2

Summary of Background Information

MS in Agricultural Leadership
Auburn University

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

Description and Objectives: The goal of this program is to provide opportunities for working professionals to improve their knowledge and skills in education and in a content area related to an agricultural field.

AU anticipates that this program will be primarily used by those with an undergraduate degree and are likely to already be employed in the agricultural sector, as they are seeking this degree for additional professional development. This degree has enough flexibility to be custom designed to meet the needs of the students enrolled in the program in a variety of specialized content areas and will build on the relationship between the Education programs and Agriculture.

The overall objective of the program will be to provide graduate-level education for those seeking advanced positions in agricultural agencies, producer groups, government agencies, and related groups in agriscience education, such as extension and community college educators. Upon completing the Master's of Science in Agricultural Leadership program, students will:

1. Enhance their educational and agricultural knowledge base and communication skills,
2. Develop and maintain their educational and technical competence of agriculture resources,
3. Conduct research and scholarly activities focused on teaching and learning in agriculture, content areas,
4. Improve their cross-curriculum problem solving and critical thinking skills, and
5. Serve in professional careers in agribusiness, education, and other organizations.

Information for program assessment will be collected by each graduate student's committee. This information will be compiled and evaluated by the joint faculty committee. This committee will also be responsible for submitting assessment reports to the university.

This joint Master's Degree will build a new revenue stream and increase the Master's level distance offerings in both the College of Agriculture and the College of Education. This program was designed for the adult working student, with distance education in mind.

The Master's degree will build on the expert faculty and professionals in several of its departments, including, but not limited to Crop, Soil, and Environmental Science (CSES); Entomology and Plant Pathology; Poultry and Food Science; Agri-science Education; Career and Technical Education; and Adult Education.

Assessment: The program will use a self-assessment survey to be conducted at the time a student completes the program. Questions on professional plans will be incorporated in the survey. Similarly, the Auburn University Graduate School is now conducting a survey of graduates and also requires students to complete an exit survey. Departments are allowed to add questions to the survey of graduates. Again, questions on professional plans will be incorporated in these surveys. Finally, our graduate student advisors will be polled to gather information on the professional plans of students in this major.

Administration: The program will be administered by the College of Agriculture and the College of Education. Respective Deans are Dr. William Batchelor and Dr. Betty Lou Whitford. Departments: Adult Education, Career and Technical Education, Multiple Agriculture Departments; Chairpersons: Dr. James Witte/Dr. Paul Patterson/Dr. Brian Parr.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Four members of the ACGD participated in the final vote. All four voted to approve the proposal. There were only limited comments on the voting forms.

Accreditation: Auburn University is accredited by SACS, and a substantive change document will be submitted upon approval by ACHE. There is no specialized accreditation agency for this degree program.

Curriculum: No new courses will be added at this time, but as more courses become available online or via distance education in Agriculture, they will be added to the specialty area choices. The first sets of specialty courses are all approved and currently available via distance learning. The program described below is designed to lead to a Master's of Science degree in Agricultural Leadership. The program consists of 33 semester hours. The plan of study courses are listed below, with required and recommended courses noted.

Core Courses – College of Education (Choose 18 credit hours - 6 courses)

Adult Education Courses

ADED 7050/7056 The Methods of Teaching in Adult Education 3 credit hours

ADED 7600/7606 The Nature of Adult Education 3 credit hours

ADED 7640/7646 Workforce Education 3 credit hours

ADED 7010/7016 Practicum 3 credit hours

Career and Technical Education Courses

CTCT 7780/7786 Research in Career and Technical Education 3 credit hours

CTCT 7010/7016 Leading Career and Technical Organizations 3 credit hours

CTCT 7910/7916 Practicum 3 credit hours

Specialty Area - College of Agriculture Courses – (Soils, Crops, Turf, Pest, Entomology, Food Science, and Others)

- 9 credit hours of Agriculture

- 2 additional elective courses approved by Advisor (6 credit hours)

Department – Crop, Soil and Environmental Sciences (Soils, Crops, Turf and other Specialties)

AGRN 6010/6016 Analysis of Plant, Soil, and Animal Data 3 credit hours

AGRN 6060/6066 Soil Microbiology 3 credit hours

AGRN 6080/6086 Soil Resources & Conservation 4 credit hours

AGRN 6100/6106 Plant Genetics 3 credit hours

AGRN 6160/6166 Advanced Turfgrass Management 3 credit hours

AGRN 6300/6306 Soil Chemistry 4 credit hours

AGRN 6400/6406 Bioenergy & the Environment 3 credit hours

AGRN 6960/6966 Special Problems various credit hours

AGRN 6970/6976 Advanced Special Problems various credit hours

AGRN 7080/7086 Experimental Methods 3 credit hours

AGRN 7950/7956 Seminar 1 credit hours

AGRN 7990/7996 Research & Thesis 3 credit hours

Department - Entomology and Plant Pathology

ENTM 6360/6366 Landscape Entomology 4 credit hours

PLPA 6600/6606 Nematology 4 credit hours

PLPA 6200/6206 Mycology 4 credit hours

Department - Poultry and Food Science

FDSC 6150/6156 Food Laws & Regulations 3 credit hours

FDSC 6200/6206 Developing, Implementing, and Auditing Food Safety Programs 3 credit hours

Collaboration: The College of Agriculture is part of a national consortium of universities offering programs and courses in agriculture disciplines (in particular, for the soil, water, and environmental sciences). There is already a mechanism in place for the Master of Agricultural Leadership to collaborate with other institutions.

Distance Education: The entire program is intended to be completed through distance education delivery methods, but all of these courses are available on-campus. All resources for completing courses are developed by a faculty member and are supported through Auburn University's technology resources. Before registration, students can view the course syllabus, along with course requirements for most of the course. In general, lectures are asynchronously delivered and are available through online videos or voiceover powerpoints. Other course materials are made available through the university's learning management system (LMS). Interactivity is possible through the LMS, which allows for online discussions, web conferencing and chats with instructors. These courses have been approved through Auburn's curriculum review process. Therefore, the college, graduate and university curriculum committees have approved the courses. The course approval process also reviews the curriculum delivery methods related to distance methodologies.

Admissions: All students choosing to have Auburn University must meet all admission requirements for Auburn's Graduate School. In general, the minimum requirements are as follows:
Bachelor's or higher degree from a regionally accredited college or university with a minimum overall GPA of 2.75;
GRE results;
Three letters of recommendation, and
Test of English as a Foreign Language (TOEFL) for International Applicants.

The administrative unit for the degree program will be the Department of Educational Foundations, Leadership and Technology (EFLT) in the College of Education. There will be a joint faculty committee overseeing this degree program, including faculty from the College of Agriculture and College of Education. College of Agriculture faculty members active in graduate education using distance education technologies will serve on the committee; College of Education faculty members in the Agriscience Education program and in the Department of Educational Foundations, Leadership, and Technology will serve on committee.

Decisions on admissions to the graduate program will be made by this joint committee. Decisions on the student's plan of study will be made by the student's major professor, along with the student's graduate program committee. The student will be advised by his major professor. The joint oversight committee will initially assign a student to a major professor.

Need: The United Nations identifies food, water, climate change, population, poverty and inequality, human health, and forests as major challenges facing our world (Sustainable World Coalition, 2010). Many of these challenges are tied directly to the agricultural industry. Historically, there are multiple programs across the US that have graduated over 7500 agricultural leaders. Feeding of the world, agriculture, and the nation will be the ultimate benefactors of making more effective policymakers and agricultural leaders from this type of master's program.

The proposed Master's of Agricultural Leadership program complements both the existing face-to-face and distance education delivery Master's degrees offered in the College of Education (Adult Education, Career and Technical Education), and those offered in the College of Agriculture. The proposed program has a different orientation from the Master's degrees offered in the Colleges of Education and Agriculture, and reaches a different group of potential students. This joint program is specifically designed to attract professionals that are already working in the

area of agriculture to gain additional education in this area and become leaders/educators and trainers in their respective organizations.

The AU program would be the first Agricultural Leadership program in the State of Alabama. Over the next several decades, increasing demand for new professionals in Agriculture, as well as continuing education for practicing professionals, will require enhanced access to higher education and professional development opportunities. Interdisciplinary approaches, such as this joint degree, are necessary for attacking the most critical technological and socio-technical challenges facing the world today, including climate change, sustainability, energy and public health. Graduate students and their training programs are recognized as central to increasing interdisciplinary research and capacity in these areas.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Nation	2	2	2	3	3	13
SREB	3	3	3	3	3	15
Alabama	3	3	3	4	4	17

Notes: Local positions would include agricultural supervisor or manager positions for farms, ranches or businesses (having this Master's degree would allow professionals to move up into supervisory positions). State positions would be similar to local, with the addition of careers in state agencies (ALDOT, ADEM), agriscience educators, and state extension personnel. Positions in the southern region would be similar to local and state, with the addition of possible careers in regional sales for agricultural firms, and employment for federal agencies (USGS, Fish and Wildlife). National employment would also include sales representative and technical representative positions for agriculture firms.

Student Demand: The College of Agriculture and the College of Education at Auburn University have researched which graduate programs have a potential for distance education delivery, those programs that have a high professional demand, and those programs that that will generate auxiliary income.

More specifically, the Colleges have utilized this research to evaluate potential programs against the following criteria:

- Academic reputation;*
 - Readiness of the academic unit to develop the program;*
 - Appropriateness for technology-based delivery; and*
 - Existence of an identifiable market sufficient to generate self-supporting income.*
- The joint MS in Ag Leadership meets all the above criteria.

In addition, the College of Education is fast becoming a leader in providing distance education programs on the Auburn University campus and beyond. Whether offering full degree programs or individual courses to support those programs, distance education opportunities are continuing to grow. The COE Distance Learning program was ranked #2 in the U.S. News and World Report's 2013 Best Online Graduate Education Programs.

The College of Agriculture currently has 3 online graduate degrees, including one that is part of AG*IDEA, a consortium degree with several institutions. Agricultural education is the most diverse agricultural degree available covering multiple disciplines. It is expected that the demand for agriculture majors will continue to rise, as well. According to a press release issued by the Ohio State University's College of Food, Agricultural, and Environmental Sciences, the growth in the

need for agricultural leaders is attributable to a growing worldwide demand for food and an increasingly strong agriculture industry (August, 2013).

Colleges and universities with agriculture-related majors are understandably seeing a boom in applications from this demand. At Penn State University, for example, enrollment in agriculture-related careers is up 40 percent since 2004. Other agriculture schools are seeing similar growth rates.

Research on comparable regional Master's Programs in Agricultural Leadership was also done. At the University of Georgia (UGA), there were 82 enrollments in the comparable degree program in 2009 and enrollment was then limited to manage the program applicants and students. By 2011, UGA began admitting only 20 students per year and admission requirements were strengthened. Applicant numbers to the UGA program were 42 in 2011, 27 in 2012 and 35 in 2013, with only 20 being admitted per year.

Agriculture is the nation's largest employer. According to a 2012 study by Georgetown University's Center on Education and the Workforce, recent agriculture and natural resources graduates with bachelor's degrees have the third lowest rate of unemployment, 7 percent, when compared to other degree programs. Those students who go on to get advanced agricultural degrees have even better prospects: The unemployment rate for those with agriculture graduate degrees is only 2.4 percent.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 4
Part-time: 0

Support Faculty— (Specialty Areas)

Full-time: 7
Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0
Part-time: 0

Support Faculty—

Full-time: 0
Part-time: 0

Support Staff: No additional support staff will be required.

Fellowships and Assistantships: No new assistantships or fellowships are anticipated being offered to support the program.

Equipment: No additional (or special) equipment will be needed to support the proposed program.

Facilities: The growth in programs is expected to be mostly online. Classroom space is available for the program. No additional facilities are needed.

Library: Auburn used the guidelines established by the Network of Alabama Academic Libraries (NAAL) Collection Assessment Manual to measure both the extent to which our existing library holdings and the ongoing collecting activity can support the proposed Master's Degree in Agricultural Leadership at Auburn University. Their assessment indicates that holdings in this subject in general not only meet, but in some areas, far exceed the criteria for doctoral level studies.

The Libraries have in place: reference, instructional document delivery; computer information services for storing, accessing and delivering information to support undergraduate, and graduate instructional, research and outreach programs in Agriculture, Education, and other key areas. The combined collections of the Auburn University Libraries contain over 3.2 million volumes as well as 2.6 million government documents, 2.5 million microforms, and over 148,000 maps. The Libraries receive over 35,000 current periodicals, many which are available online. The library also provides access to over 227 electronic databases and has over 10 million archival and manuscript items. There are Subject Specialists for Agriculture and Education. There are no deficiencies noted.

Program Budget: The proposal projected that \$49,500 in new funds will be required over the program in the first five years, and that \$321,000 will be available over the same period through tuition and extramural funds.

Attachment 3

Auburn University
Master of Science in Agricultural Leadership
Masters of Agricultural Leadership
Auburn University
 Adult Education, Career and Technical Education – College of Education
 College of Agriculture – Various Departments

Semester 1	Semester 2
FALL	SPRING
ADED 7600/7606 The Nature of Adult Education - 3 credit hours	CTCT 7010/7016 Leading Career and Technical Organizations - 3 credit hours
	ADED 7050/7056 The Methods of Teaching in Adult Education - 3 credit hours
Semester 3	Semester 4
FALL	SPRING
ADED 7640/7646 Workforce Education - 3 credit hours	AGRN 6080/6086 Soil Resources & Conservation - 4 credit hours
AGRN 6400/6406 Bioenergy & the Environment - 3 credit hours	CTCT 7780/7786 Research in Career and Technical Education - 3 credit hours
Semester 5	Semester 6
FALL	SPRING
AGRN 6960/6966 Special Problems various credit hours – 3 credit hours (Elective)	AGRN 6970/6976 Advanced Special Problems various credit hours – 2 credit hours
CTCT 8730/8736 Curriculum Development in Career & Technical Education – 3 credit hours	CTCT 7910/7916 Practicum - 3 credit hours

DECISION ITEM A-16: University of South Alabama, Doctor of Philosophy in Computing (CIP 11.0101)

EXECUTIVE SUMMARY

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

Program Objective: The specific objectives of the proposed Ph.D. degree in Computing at the University of South Alabama are as follows:

Objective 1: Acquisition of advanced theoretical knowledge in the discipline.

Objective 2: The development of advanced research skills appropriate for the discipline.

Objective 3: The ability to create knowledge through original research in the discipline.

Objective 4: The demonstration of personal integration of, and original intellectual contribution to, the field of knowledge in the discipline.

Objective 5: To strengthen USA's current research activities in Computing and to expand creative thinking and advanced discovery in the School of Computing.

The implementation of a doctoral program in Computing will leverage capacity created by the recently constructed state of the art computing and engineering facility, Shelby Hall, and the emerging research areas of newly hired faculty. The program and its graduates have the potential to significantly impact the region by providing a base of highly trained doctoral-level computer scientists prepared to tackle advanced, research-focused problems in computing.

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

Mode of Delivery: It is not anticipated that distance education will be used initially in the delivery of this program.

Similar Programs: This program as described within this proposal is not currently offered at any other institution in the State of Alabama. There are three doctoral degrees offered in Alabama in computing that share the same CIP. The University of Alabama, University of Alabama in Birmingham, and University of Alabama in Huntsville all offer a Ph. D. in Computer Science. These are main stream Computer Science programs that do not incorporate the Information Systems, Information Technology, or Business fields described in our proposed Computing Ph.D. program. There are four doctoral degrees offered in Alabama in the computing-related fields of Computer Engineering and Communications. Each of these degrees is offered under a different CIP code from the program that USA proposes.

Collaboration: USA is open to discussions on possible collaboration with other Alabama institutions on possible collaboration relative to the proposed program as opportunities might present themselves.

Resources: The proposal projected that \$436,032 will be required for the program in the first five years, and that \$534,122 will be available over the same period through tuition.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Minimum additional resources are required in order to offer this master's. There should be sufficient funds available for program sustainability and growth as described in the proposal.
2. There appears to be sufficient need and student demand to support the program.
3. Mobile, Alabama is home to several large industries that are heavily dependent on computing technology.
4. The latest report predicts a 15 percent growth rate in computer and information research scientists over the next 10 years. In the most recent Computing Research Association (CRA) Taulbee survey (2011-2012), only 0.4 percent of Ph.D. respondents reported being unemployed.

DECISION ITEM A-16: University of South Alabama, Doctor of Philosophy in Computing (CIP 11.0101)

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

Staff Recommendation: That the Commission approve the proposed University of South Alabama, Doctor of Philosophy in Computing (CIP 11.0101) and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 4, based on the proposal.
2. That the annual average number of graduates for the period 2016-17 through 2018-19 (three-year average) will be at least 3, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of South Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

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

4. The University of South Alabama program proposal, received February 20, 2014. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of South Alabama

PROGRAM Doctor of Philosophy in Computing (CIP 11.0101)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$0	\$50,000	\$50,000	\$50,000	\$150,000
LIBRARY	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS (& Fellowships)	\$24,600	\$50,229	\$51,138	\$78,070	\$52,995	\$257,032
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER (Curriculum Development & Advertising)	\$13,000	\$3,000	\$1,000	\$1,000	\$1,000	\$19,000
TOTAL	\$39,600	\$55,229	\$104,138	\$131,070	\$105,995	\$436,032

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$10	\$0	\$0
TUITION	\$44,560	\$89,830	\$121,820	\$138,019	\$139,893	\$534,122
TOTAL	\$44,560	\$89,830	\$121,820	\$138,019	\$139,893	\$534,122

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	8	11	12	11	9
NEW ENROLLMENT HEADCOUNT	5	4	4	5	4	4 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	3	4	3	3

Attachment 2

Summary of Background Information

Doctor of Philosophy in Computing
University of South Alabama

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

Description and Objectives: The specific objectives of the proposed Ph.D. degree in Computing at the University of South Alabama are as follows:

Objective 1: Acquisition of advanced theoretical knowledge in the discipline.

Objective 2: The development of advanced research skills appropriate for the discipline.

Objective 3: The ability to create knowledge through original research in the discipline.

Objective 4: The demonstration of personal integration of, and original intellectual contribution to, the field of knowledge in the discipline.

Objective 5: To strengthen USA's current research activities in Computing and to expand creative thinking and advanced discovery in the School of Computing.

A defining characteristic of the proposed doctoral-level degree program is the interdisciplinary nature of both the coursework and research projects. The common set of six core classes draw from the three major disciplines represented in the School of Computing: Computer Science, Information Systems, and Information Technology. Computer Science focuses on the science of computing and computational issues in software. It is a foundational discipline based on mathematics and the physical sciences. Information Systems, commonly housed in a College of Business, focuses on large scale organizational systems and the data that supports business decisions and transactional models. Information Technology is an applied version of Computer Science focusing on the application and integration of technology to relatively small scale systems. At the School of Computing, the focus of the Information Technology program is on networking, computer forensics, and web development.

The research projects associated with directed studies and dissertation development will equally so reflect the interdisciplinary composition of the School of Computing. Currently, faculty members in the School of Computing collaborate on and publish research projects that cut across traditional disciplinary boundaries. Dissertation committees will likewise be composed of faculty from all three disciplines. The commonality that cuts across all three areas is security: cyber assurance, risk assessment, and forensics.

The implementation of a doctoral program in Computing will leverage capacity created by the recently constructed state of the art computing and engineering facility, Shelby Hall, and the emerging research areas of newly hired faculty. The program and its graduates have the potential to significantly impact the region by providing a base of highly trained doctoral-level computer scientists prepared to tackle advanced, research-focused problems in computing.

Assessment: The program objectives will be assessed in the following manner:

USA plans a multi-tiered review and assessment process for the USA Computing Ph.D. Program.

The student learning outcomes are what students will be able to do by the time they graduate.

Students and faculty are the predominant constituents for learning outcomes. The outcomes will be reviewed every six years, being changed at that time, if necessary. Each year, the students, in an exit survey, will be asked whether the outcome was perceived as relevant. The faculty will periodically be asked the same question. This data will be reviewed in the sixth year.

The program objectives, are what graduates are to be able to achieve within a few years of graduation. These objectives will be reviewed every six years, where "review" is meant to answer the question "are these the right objectives for the program?" The review process will involve the constituents, alumni of the program, and employers of graduates. Both questionnaires and focus

groups have been used in computing programs in the past. The questionnaires will also include items asking about accomplishments of graduates such as obtaining relevant employment, honors, significant scientific contributions, etc.

The education outcomes will also be assessed each year. Both formative and summative indicators will be used to assess outcomes, and both direct and indirect assessments will be made, and results evaluated by a faculty committee. Samples of student work will be collected and analyzed. The students are asked, in an exit interview and survey, if they perceive that they have achieved each outcome (an indirect assessment). This indirect data, along with the direct assessments data, will be used each year to assess outcomes achievement and to make improvements. The estimated enrollment, will serve as target enrollment numbers. These numbers will be used to gauge both effectiveness at recruiting scholarship students to this program and our ability to retain these students. USA reports that they will on an annual basis conduct a self-accounting of enrollments in the program, making modifications as warranted.

Administration: The program will be administered by the School of Computing, Dean: Dr. Alec Yasinsac, Department Chairperson: Dr. Harold Pardue.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Eight members of the ACGD participated in the final vote. Six voted to approve the proposal, one to disapprove, and one to abstain. The one voting to disapprove related that there needed to be more depth in the specific areas.

Accreditation: There is no recognized accreditation agency for a Computing Ph.D. program.

Curriculum: The program will have the following requirements:

Credit hours required in major courses: 18
Credit hours required in support courses: NA
Credit hours in required or free electives: 24
Credit hours for thesis or dissertation: 30
Total credit hours required for completion: 72.

500-level courses from the School of Computing Master's program will be used as elective courses in the Ph.D. program. Doctoral students may take 500-level courses from other master's programs as electives if appropriate for their research focus. We expect to recruit students from the School of Computing's three bachelor's degrees in computer science, information systems, and information technology.

Additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours; are included in the list above. Students will complete a comprehensive examination to enter candidacy and must defend a dissertation that constitutes a contribution to knowledge in their specialized field as a graduation requirement.

Collaboration: USA is open to discussions on possible collaboration with other Alabama institutions on possible collaboration relative to the proposed program, as opportunities might present themselves.

Distance Education: It is not anticipated that distance education will be used initially in the delivery of this program. However, on occasion, a distance education course may be offered to address unique needs. Working relationships with faculty at other universities and industry experts may also lead to the use of distance education.

Admissions: The Ph.D. program will be administered by the School of Computing director of graduate programs. The School of Computing Advisory Board, comprised of local industry partners, will provide advice and oversight on admissions. In addition to the admission requirements for all graduate students at USA as published by the Graduate School students must have a BS or MS degree in Computer Science, Information Systems, Information Technology or a closely related field, with at least a 3.3 GPA.

Need: A common theme that cuts across the three disciplines represented in this proposed program (computer science, information systems, and information technology) is security, specifically in the cyberspace arena.

In June of 2009 the White House released its Cyberspace Policy Review spelling out the nation's reliance on cyber technologies in our critical infrastructures and the vulnerabilities we face. This led to the creation of the National Initiative for Cybersecurity Education (NICE). This initiative extends its reach to the federal government, industry, and targets all levels of education from K to post-graduate.

More than 20 federal organizations are involved in NICE supporting four major components.

1. The National Cybersecurity Awareness,
2. Formal Cybersecurity Education,
3. Cybersecurity Workforce Structure, and
4. Cybersecurity Workforce Training and Professional Development.

While all these areas focus on Cyber Education in some form, the Formal Cybersecurity Education component spells out the need for formal academic programs. The Department of Education along with the National Science Foundation lead this component and have put focus on development of cybersecurity researchers and a cybersecurity professional capable workforce. This focus includes computer science, information assurance, information technology and information security fields related to cybersecurity issues to protect our Nation's economy and the security of our critical infrastructure.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Alabama	410	410	410	410	410	2050
Nation	4	4	4	4	4	20
SREB	24	24	24	24	24	120

Student Demand: A key purpose of establishing the USA Computing Doctoral Program is to advance research and discovery. The School of Computing has one of the largest graduate programs at the University of South Alabama. As a mature program, our graduate students and their faculty mentors have established a strong track record for advanced discovery and publication, even in the absence of a terminal degree. The Computing Doctoral Program leverages this track record of discovery and publication to provide a research focused program that cultivates advanced research and discovery.

Resources:

Faculty:

Current Primary Faculty—
 Full-time: 16

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2014

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 1

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 1 (new hire, year three)

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: Not applicable. No additional support staff will be required.

Fellowships and Assistantships: It is expected students in the Computing Ph. D. program will eventually be largely supported by funding through competitive grant awards. Nonetheless, USA will offer one to three internally funded graduate assistantships per year covering student tuition and stipends over the first five program years.

Equipment: No additional equipment will be needed to support the proposed program.

Facilities: The proposed program will use the facilities in the new Shelby Hall complex located on the University of South Alabama campus. All research labs in Shelby Hall will be used to conduct research that is related to this new program. Adequate lab space is available. No new facilities are needed. In addition to the research labs, Shelby Hall houses a secure facility that will position our School to pursue solicitations that are seeking research in classified or sensitive topical areas.

Library: The Marx Library's collection in support of the three existing School of Computing bachelor's programs and master's program gives it a good base to further develop support for the proposed doctoral program. USA believes that all databases and reference resources listed in our assessment of the Library for the Cyber Assurance program (2013) will remain sufficient to support advanced research.

Program Budget: The proposal projected that \$436,032 will be required for the program in the first five years, and that \$534,122 will be available over the same period through tuition.

Attachment 3

**University of South Alabama
 Doctor of Philosophy in Computing**

Fall 1	Credits
ISC 673 Digital Investigations– Theory & Practice	3
CSC 612 - Cybersecurity	3
CIS 690 Directed Study in Advanced Computing	3
CIS 690 Directed Study in Advanced Computing	3
	12

Spring 1	Credits
ISC 686 Advanced topics in Risk Analysis	3
Mgt 615 - Entrepreneurship	3
CIS 690 Directed Study in Advanced Computing	3
CIS 690 Directed Study in Advanced Computing	3
	12

Fall 2	Credits
CSC 626 - Tools for Analyzing Big Data	3
Elective	3
CIS 680 Dissertation	3
CIS 680 Dissertation	3
	12

Spring 2	Credits
Bus 604 - Applied Statistical Analysis	3
Elective	3
CIS 680 Dissertation	3
CIS 680 Dissertation	3
	12

Fall 3	Credits
5xx Elective	3
CIS 680 Dissertation	3
CIS 680 Dissertation	3
CIS 680 Dissertation	3
	12

Spring 3	Credits
5xx Elective	3
CIS 680 Dissertation	3
CIS 680 Dissertation	3
CIS 680 Dissertation	3
	12

DECISION ITEM A-17: University of South Alabama, Master of Science in Marine Conservation and Resource Management (CIP 03.0205)

EXECUTIVE SUMMARY

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

Program Objective: The MS in Marine Conservation and Resource Management is designed to prepare students for professional scientific workforce careers in public policy, government, business and the nonprofit sector. The program's primary emphasis is training students for employment. Students completing the program will:

- Be capable of addressing environmental and management issues relative to marine resources for the Gulf coastal region;
- Pioneer the assessment, mitigation, and restoration of coastal ecosystems;
- Develop professional skills that enable students to work in group settings to address complex, multidisciplinary problems; and
- Create a rigorous alternative to the traditional MS thesis program in Marine Sciences to enable students to join the state's scientific workforce.

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

Mode of Delivery: One of the core curriculum courses will be offered online. The program will likely move all four core courses to online content courses over the first five years of the program.

Similar Programs: Currently, no similar program exists in Alabama.

Collaboration: USA is open to discussions with other Alabama institutions on possible collaboration relative to the proposed program as opportunities might present themselves. Such interaction could be further facilitated through the existing Alabama Marine Environmental Science Consortium, of which all Alabama universities are a part.

Resources: The proposal projected that \$113,147 in new funds will be required for the program in the first five years, and that \$190,920 will be available over the same period through tuition and extramural funds.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Minimum additional resources are required in order to offer this master's. There should be sufficient funds available for program sustainability and growth as described in the proposal.
2. There appears to be sufficient need and student demand to support the program.

3. Expertise in this discipline is highly important to the region and the State of Alabama.

DECISION ITEM A-17:

University of South Alabama, Master of Science in Marine Conservation and Resource Management (CIP 03.0205)

Staff Presenter:

Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Marine Conservation and Resource Management with the post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 5, based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 4, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of South Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

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

4. The University of South Alabama program proposal, received February 20, 2014. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of South Alabama

PROGRAM Master of Science in Marine Conservation and Resource Management (CIP 03.0205)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$18,396	\$19,315	\$20,281	\$21,295	\$22,360	\$101,647
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER (Advertising and PSM Member fees)	\$2,000	\$2,000	\$2,500	\$2,500	\$2,500	\$11,500
TOTAL	\$20,396	\$21,315	\$22,781	\$23,795	\$24,860	\$113,147

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$10	\$0	\$0
TUITION	\$23,040	\$29,664	\$36,665	\$50,025	\$51,526	\$190,920
TOTAL	\$23,040	\$29,664	\$36,665	\$50,025	\$51,526	\$190,920

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	3	7	10	12	12	9
NEW ENROLLMENT HEADCOUNT	3	4	5	6	6	5
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	2	3	4	6	4

Attachment 2

Summary of Background Information MS in Marine Conservation and Resource Management University of South Alabama

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

Description and Objectives: The MS program in Marine Conservation and Resource Management is designed to prepare students for professional scientific workforce careers in public policy, government, business and the nonprofit sector. The program's primary emphasis is training students for employment. Students completing the program will:

- Be capable of addressing environmental and management issues relative to marine resources for the Gulf coastal region;
- Pioneer the assessment (determination of the factors responsible and extent of impact), mitigation (employing sustainable solutions to stop or lessen alterations to the ecosystem), and restoration of coastal ecosystems (returning the system to a state where it can provide the anticipated level of ecosystem goods and services);
- Develop professional skills that enable students to work in group settings to address complex multidisciplinary problems; and
- Create a rigorous alternative to the traditional MS thesis program in Marine Sciences to enable students to develop the necessary quantitative and professional skills to join the state's scientific workforce.

The University of South Alabama program is modeled after Professional Science Master Programs (PSM). PSM programs are in increasing demand as alternatives to a traditional thesis MS programs. Both the Council of Graduate Schools and the National Science Foundation have encouraged the implementation of PSM programs as a mechanism to address the nation's pressing scientific capacity needs. PSM programs have increased nationally as the need for a workforce with advanced science and technology skills has grown. PSM programs are innovative, graduate degrees designed to allow students to pursue advanced training in science or mathematics, while simultaneously developing workplace skills highly valued by employers. PSM programs consist of two years of academic training in emerging or interdisciplinary fields along with a professional component that may include internships and cross-training in workplace skills. Ideally, these programs are developed in partnership with employers and are designed to dovetail into present and future professional career opportunities.

Assessment: The program's goals and objectives will be assessed in the following manner:

Goal 1: Develop a professional scientific workforce capable of addressing environmental and management issues relative to marine resources for the Gulf coastal region. Set and monitor criteria related to (1) program advertisement, (2) student recruitment, (3) admission standards and (4) enrollment. Target levels for each will be identified and performance will be measured against these metrics.

Assessment Tool: Departmental staff tracks data on recruitment activities, number and quality of applications and enrollment figures. Criteria 1: Enrollment numbers and quality of students should meet or exceed those outlined in ACHE proposal by the end of five years. Criteria 2: Students graduating will meet or exceed numbers in this proposal.

Goal 2: Train students to pioneer the assessment (determination of the factors responsible and extent of impact), mitigation (employing sustainable solution to stop or lessen alterations to the ecosystem), and restoration of coastal ecosystems (returning the system to a state where it can provide the anticipated level of ecosystem goods and services).

Assessment Tool: Course performance on core curriculum and faculty assessments of students' knowledge included in the annual evaluations by the graduate coordinator. Criteria: Overall 70 percent satisfaction rating on evaluation forms (completed by at least three faculty members).

Goal 3: Develop professional skills that enable students to work in group settings to address complex, multidisciplinary problems.

Assessment Tool: Departmental staff monitors annual reports of student progress, which include public and outreach presentations. Criteria: 90 percent of students should give two presentations or participate in two outreach workshops by the end of year 2.

Goal 4: Create a rigorous alternative to the traditional MS thesis program in Marine Sciences to enable students to develop the necessary quantitative and professional skills to join the state's scientific workforce.

Assessment Tool: Academic counselor monitors progress toward degree completion. Criteria: 50 percent should complete coursework within 2 years of study and 80 percent within three years.

Assessment Tool: Exit surveys of students and bi-annual follow-up surveys with graduates for the first five years of the program. Criteria: 60 percent of students find jobs in chosen field within 1 year, 90 percent within two years.

Administration: The program will be administered by the College of Arts and Sciences, Dean: Dr. Andrzej Wierzbicki, Department: Marine Sciences; Chairperson: Dr. Sean P. Powers.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Five members of the ACGD participated in the final vote. Four voted to approve the proposal and one to abstain. None voted not to approve the proposal. There was only limited comment on the voting forms.

Accreditation: No specialized accreditation is necessary. The program will apply for membership in the National Professional Science Master's Association (NPSMA) as well as recognition in the International Program as a Professional Science Master's Program sponsored by the Sloan Foundation and Council of Graduate Schools. The curriculum, professional development and experiential elements of the program have been designed to conform to the Guidelines for Recognition of an International Program as a Professional Science Master's (PSM) Program.

Curriculum: The program will have the following requirements:

Credit hours required in major courses: 12
Credit hours required in support courses: 6
Credit hours in required or free electives: 6
Credit hours in Seminar: 2
Credit hours for capstone project (direct studies): 4
Total credit hours: 30

Course work: All students must complete the four core courses of the program. All courses will be offered in the early morning or late afternoon to accommodate work schedules. At least two statistics courses will be required for the program. For students who have not had statistics

courses as an undergraduate, ST 540 must be one of those courses taken. The remaining coursework (6 cr) requirement should be met through elective courses that are approved by the program coordinator.

i. Core Curriculum Courses.

MAS 5XX, Essentials of Oceanography and Marine Biology (3)*

MAS 520 Marine Resource Management (3)

MAS 521 Marine Conservation Biology (3)

MAS 5XX, Natural Resources Economics (3)

Total Credit hours 12 cr

ii. Statistics (choose 2)

ST 540 Stats in Research I (3)

ST 550 Environmental Statistics (3)

ST 560 Design of Experiments (3)

Total Credit hours 6 cr

iii. Seminars

MAS 592 Marine Science Seminar – Professional Development (1cr)

GIS 501 Responsible Conduct in Research/ Research Integrity (1cr)

Total Credits 2 cr

iv. Electives 6 cr

Two courses of which at least one must be outside MAS to fulfill interdisciplinary requirement of the program must be taken.

a) MAS courses that may be used as electives‡

MAS 604 Biological Oceanography (4 cr)

MAS 602 Chemical Oceanography (4 cr)

MAS 555 Fisheries Oceanography (2 cr)

MAS 551 Quantitative Methods in Fisheries in Ecology (3 cr)

MAS 603 Geological Oceanography (4 cr)

MAS 601 Physical Oceanography (3 cr)

MAS 581 Advanced Marine Ecology (2 cr)

MAS 583 Field Marine Sciences (2 cr)

MAS 584 Oceanographic Experiences (1-3 cr)

b) Non-MAS Electives‡

CE 579 Fundamentals of Environmental Engineering (3 cr)

CH 514 Environmental Chemistry (4 cr)

SY 567 Environmental Sociology (3 cr)

PHA 643 Molecular and Cellular Toxicology (3 cr).

* Course may be offered online.

‡ These courses represent suggested electives. Other graduate level courses offered at USA can be used to fulfill the elective requirement provided approval of the program coordinator is received

c. MAS 594 directed studies. Up to four credits of directed studies may be earned once a student completes their capstone project.

A key element of the program is the capstone project. The project is intended to allow the student to develop professional scientific skills necessary to address the complex problems facing marine and coastal systems.

Collaboration: USA is open to discussions with other Alabama institutions on possible collaboration relative to the proposed program as opportunities might present themselves.

Distance Education: One of the core curriculum courses will be offered online. The program will likely move all four core courses to online content courses over the first five years of the program. While interaction among students is a key element of the program to develop group problem solving skills, the foundational coursework can be accomplished in an online or blended course setting.

Admissions: USA welcomes to the Professional Science Masters' (PSM) in Marine Conservation and Resource Management students who bring a commitment to their academic studies and intend to pursue careers as environmental management professionals dedicated to identifying and solving marine environmental problems.

In addition to the general admissions requirements of the Graduate School, minimal requirements for admission in full standing to the Marine Sciences MS Program are:

- a. A baccalaureate degree in science or engineering.
- b. An undergraduate minimum grade-point average of 3.0 overall (4.0 point system).
- c. A minimum score of 300 combined on the verbal and quantitative subtests of the Graduate Record Exam (GRE).

Provisional admission may be granted upon recommendation of the departmental admissions committee. Full standing can be attained after conditional admission by satisfactorily completing (with a grade of no lower than "B") nine (9) semester hours of course work in marine sciences at USA.

Need: The University of South Alabama is uniquely positioned to fill a critical need in graduate education because of its geographic proximity to coastal communities that rely on the natural resources provided by the marine environment. USA's strong commitment to education and research will be further enhanced by providing a capable workforce of scientists trained to address the complexities of marine conservation and sustainable management of marine resources.

A scientific workforce trained in addressing the current and future problems facing the marine environment is critical to ensuring sustainable use of natural resources. These young scientists need to be trained in the quantification of impacts of natural and anthropogenic stressors on coastal communities (both societal and ecological), determination of the causes and responsible mitigation of such impacts, development of sound restoration strategies, establishment of justifiable baselines for future comparisons and facilitation of the inclusion of science within coastal policy and regulations.

Most marine scientists are trained to address the first of these tasks. Recognition that future scientists must be capable of working as members of interdisciplinary teams to accomplish all three goals is evident when examining the problems facing coastal systems. The complexity and urgency of addressing these problems was clearly illustrated along the U.S. Gulf coast following the 2005 hurricane season and the *Deepwater Horizon* oil spill.

While the need to address such episodic events is clear, longer-term changes to the coastal environment as a result of rising sea level, increases in the intensity of tropical cyclones, warming oceans and ocean acidification represent enormous future challenges to marine scientists.

It is also noteworthy that no graduate programs are currently in place that are similar to the proposed focus on Marine Conservation and Resource Management. Nationwide, similar programs exist at Duke University, the University of California at Santa Barbara, Northeastern University and the University of Miami. These programs have enjoyed significant growth over the last decade. Regionally, similar degrees are offered by Texas A&M University and the University of Miami.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Nation	*	*	*	*	*	*
SREB	8	8	10	12	12	48
Alabama	4	5	5	5	5	24

*National survey data are lacking for the Marine Conservation and Resource Management field.

Student Demand: The proposed program will not overlap or reduce enrolment of other programs. The Department currently receives a large number of inquiries for our MS program (5 times the number we accept) and believes this is clear evidence of the need and likely success of the program. For many of these students, the traditional research thesis route for a MS is not warranted based on their career goals.

Further, because the burden on faculty of mentoring MS students through an original thesis program is high, the number of students USA can accept each semester is low. These numbers are also limited by the amount of available research assistantship funding and faculty resources. In reality, many of the students that apply to the MS program do not need and in many cases cannot make the time commitment necessary to complete original thesis research. Many graduate inquiries are from students who are currently employed in state, federal or nongovernmental (NGO's) agencies and wish to continue their employment while working on their degree.

Based on communications between faculty and other stakeholders, USA estimates that at least 7 students would plan to enroll in the program within the first two years it is available. These initial students will also provide an important source of potential source of further applicants for the program. In total, USA anticipates that there would be a full-time enrollment of at least 44 during the first five years of the program.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 8

Part-time: 0

Support Faculty—

Full-time: 2

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Note: The department has hired one new faculty member (a replacement position for a recently retired faculty member) whose training is in economics and policy. The faculty member has a Ph.D. and two years of post-doctoral experience. This recently hired faculty member will be an ideal fit to contribute to the proposed program.

Support Staff: No additional support staff will be required. The Department has an academic counselor position and this person will be able to dedicate sufficient time to the new students in the program.

Fellowships and Assistantships: No new assistantships or fellowships are anticipated being offered to support the program.

Equipment: No additional (or special) equipment will be needed to support the proposed program.

Facilities: Classroom space is available for the program. Televideo conferencing facilities are also available within the Department to facilitate group project meeting. No additional facilities are needed.

Library: The University Library's collection in support of the existing Marine Sciences undergraduate and graduate programs gives it a good base to further develop support for the proposed MS in Marine Conservation and Resource Management. The Library has only been able to purchase a limited number of monographs each year (only an average of 28 titles per year). There would definitely be a need to increase the institutional commitment to monograph purchases to support a more focused professional program.

An increase of \$5,000.00 annually would allow the purchase of approximately 83 additional titles per year. Given the high costs for books and journals in the sciences, all decisions on specific titles to be added to the collection would be made in consultation with the Faculty in the Department of Marine Sciences.

Program Budget: The proposal projected that \$113,147 will be required for the program in the first five years, and that \$190,920 will be available over the same period through tuition and extramural funds.

Attachment 3

**University of South Alabama
Master of Science in Marine Conservation and Resource Management**

A minimum of thirty (30) semester hours of course credit beyond the baccalaureate degree is required for students pursuing an MS degree.

Typically, the recommended program will be able to be completed in 4 semesters. Below is a typical curriculum for the 4 semester program. All listed courses are three credit hours except where noted.

Recommended schedule

Fall Semester Year 1

Oceanography and Marine Biology
Marine Resource Management
Research Integrity

Spring Year 1

Natural Resources Economic
Marine Conservation
Marine Sciences Seminar

Fall Semester Year 2

Stats in Research I
Elective*
Directed Studies Part I

Spring Year 2

Stats elective
Elective*
Directed Studies Part II (Project completion)

**Some electives and the Capstone are not 3 credits.*

DECISION ITEM A-18: Alabama State University, Master of Social Work (CIP 44.0701)

EXECUTIVE SUMMARY

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

Program Objective: The Alabama State University Master of Social Work program will measurably produce the following:

- Graduates who obtain employment in government and in the private sector;
- Graduates who engage in research–informed practice and practice-informed research, and program evaluation related to their areas of concentration; and
- Graduates who demonstrate a strong commitment to promoting social and economic justice by engaging in leadership and policy practice which address social problems affecting at-risk populations.

Role: The proposed program is within the instructional role recognized by the Commission for Alabama State University.

Mode of Delivery: ASU's MSW program will utilize distance education technology in the delivery of the program.

Similar Programs: Comments were received from Alabama A & M, University of Alabama, Auburn University, and the University of South Alabama. All four schools noted that ASU's proposed program would not duplicate their programs and believed that the MSW program would contribute to the educational needs of students in the central and southern parts of the State of Alabama. From a geographical perspective, ASU's program will serve as an additional resource for Central and South Alabama residents.

Furthermore, ASU's program will provide concentrations different from those offered at all existing Alabama universities. Additionally, having a MSW program at ASU will meet the requests and needs as expressed from their external constituents. Such a program will serve the need to prepare advanced-level social work practitioners in specialty areas (Forensics, Gerontology, and Mental Health) that are currently in high demand in this region of Alabama.

Collaboration: Research and online education technology opportunities were discussed and a variety of partnerships appear to be promising.

Resources: The proposal projected that \$1,238,900 in new funds will be required for the program in the first five years, and that \$3,052,000 will be available over the same period through tuition and extramural funds.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. There should be sufficient funds available for program sustainability and growth as described in the proposal.
2. There appears to be sufficient need and student demand to support the program.
3. There are a wide range of employment opportunities available to graduates.

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DECISION ITEM A-18: Alabama State University, Master of Social Work (CIP 44.0701)

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

Staff Recommendation: That the Commission approve the proposed Master of Social Work (CIP 44.0701) with the post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 19, based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 17, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Alabama State University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

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

4. The Alabama State University program proposal (with addendum), received February 14, 2014. Available upon request.
5. Alabama State University Master of Social Work Program: Response to concerns raised by Alabama Council of Graduate Deans' on ASU's Master of Social Work Proposal, March 31, 2014. Available upon request.
6. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Alabama State University

PROGRAM Master of Social Work (CIP 44.0701)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$135,000	\$135,000	\$135,000	\$135,000	\$135,000	\$675,200
LIBRARY	\$600	\$600	\$600	\$600	\$0	\$2,400
FACILITIES	\$15,000	\$20,000	\$0	\$0	\$0	\$35,000
EQUIPMENT	\$0	\$0	\$25,000	\$0	\$0	\$25,000
ASSISTANTSHIPS (& Fellowships)	\$60,000	\$75,000	\$75,000	\$75,000	\$75,000	\$360,000
STAFF	\$25,000	\$26,500	\$28,000	\$30,000	\$32,000	\$141,500
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$235,600	\$257,100	\$263,600	\$240,600	\$242,000	\$1,238,900

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	To be designated					To be Designated
EXTRAMURAL	\$0	\$100,000	\$100,000	\$250,000	\$300,000	\$750,000
TUITION	\$311,000	\$420,000	\$521,000	\$420,000	\$630,000	\$2,302,000
TOTAL (Internal to be designated)	\$311,000	\$520,000	\$621,000	\$670,000	\$930,000	\$3,052,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	21	32	43	48	43	37
NEW ENROLLMENT HEADCOUNT	21	11	21	21	21	19 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	10	16	26	16	17

Attachment 2

Summary of Background Information Alabama State University Master of Social Work

Role: The proposed program is within the instructional role recognized by the Commission for the Alabama State University.

Description and Objectives: The MSW program has a two-fold purpose: meeting employment needs and academic development for advanced degree acquisition. Further, the program is designed to enhance graduates' understanding of the current professional literature and provide a firm grasp of research methodologies. This enables ASU students to move from "consumers" of information to "producers." Students who desire to pursue a Ph.D. will have the requisite knowledge and skills for doctoral-level training.

The Alabama State University Master of Social Work program will measurably produce the following:

- Graduates who obtain employment in government and in the private sector;
- Graduates who engage in research–informed practice and practice-informed research, and program evaluation related to their areas of concentration; and
- Graduates who demonstrate a strong commitment to promoting social and economic justice by engaging in leadership and policy practice, which address social problems affecting at-risk populations.

The MSW program will prepare students to:

- Integrate scholarship into practice through evidence-based knowledge;
- Take an advocacy role to help underserved communities socially, economically and structurally;
- Work collaboratively with researchers, fellow practitioners, and agencies to enhance social work knowledge and practices that best serve the needs of clients;
- Apply critical thinking skills to conceptualize, understand and develop workable solutions;
- Train self-sufficient social workers armed with the knowledge, skills, and adherence to ethical standards to provide appropriate clinical interventions;
- Use social work knowledge and training to protect basic human rights of life, liberty and freedom; and
- Apply the principles of Social Work to the legal system, including applicable local, state; and federal laws; civil and criminal courts, the juvenile justice system, law enforcement agencies, and correctional facilities.

Assessment: The Department will use a variety of measures to evaluate Program Objectives and Effectiveness of Outcomes. These include: 1) Evaluation of the progress of graduates; 2) Field instructor's evaluation of students and the program (Field Education Form); 3) Student Exit and Post- Graduation Follow-up interviews; 4) Results from student self-assessments (Evaluation Education Form and Self Skill Evaluation Form); 5) Student grades in Professional Foundation courses; 6) Monitoring student progress on the Social Work Licensure Examination (Evaluation Form for Licensure Workshop); and 7) Program retention and academic progression rates.

Student learning outcomes will be primarily assessed through: 1) evaluation of performance in the Field Placement; 2) completion of the Student Exit and Alumni Surveys; 3) successful mastery of content in the capstone course; 4) evaluations of student self- assessments; and, 5) Pass rates on the Association of Social Work Boards.

The Field Education Evaluation instrument is completed by the agency-based field education supervisor at the end of the semester. The Final Field Education Evaluation tool (completed at the end of the second semester) is used as an indication of performance. The items on this form will assess students' performance relative to each social work objective.

The exit interviews and post-graduation follow-up interviews measure self-reports of graduates' ability related to social work practice skills (objectives of the program) and their efforts to obtain data relative to job placement and graduate school (doctoral) admission. The Field Education form will also serve to measure the extent to which students have mastered the program's objectives.

The Alumni Survey will be conducted annually and up to six months after graduation. Suggestions will be elicited for improving the program. Specifically, it will include the monitoring of post-graduate progress and program objectives.

Administration: The program will be administered by the College of Liberal Arts and Social Sciences, Interim Dean: Anthony Adams, Ph.D., Department Chairperson: Voncile B. Gowdy (Social Work).

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Eight members of the ACGD participated in the final vote. Six voted to approve the proposal and two voted to disapprove. Disapproval comments focused on the high number of credits, further need justification, extent of uniqueness, and number of new faculty members. Approving comment reinforced need for the program. ASU submitted a March 31, 2014 response to these ACGD concerns. The ASU document was comprised of responses to 11 specific ACGD concerns and offered rationale and a variety of further elaboration and documentation in response to the concerns.

Accreditation: The Council on Social Work Education (CSWE) is the specialized accrediting agency for all social work degree programs at the Bachelor's and Master's levels in the United States. The BSW program at Alabama State University is currently accredited by CSWE. The BSW program received reaffirmation of accreditation in 2008 for a total of eight years. The next self-study is scheduled to be submitted in March of 2016. The Master of Social Work program is designed according to CSWE guidelines for accreditation status and will apply for CSWE accreditation according to its structured guidelines and requirements.

Curriculum:

Required Courses

SWK 5XX Cultural Diversity in Social Work (3)
SWK 5XX Social Welfare Services (3)
SWK 5XX Human Behavior and the Social Environment I (3)
SWK 5XX Human Behavioral and the Social Environment II (3)
SWK 5XX Macro Practice (3)
SWK 5XX Social Welfare Policy and Services I (3)
SWK 5XX Social Welfare Policy and Services II (3)
SWK 5XX Psychopathology (3)
SWK 5XX Group Dynamics (3)
SWK 5XX Foundations of Social Work Practice (3)
SWK 5XX Intermediate Research (3)
SWK 5XX Field Practicum I (4)
SWK 5XX Field Practicum Seminar I (1)
SWK 6XX Advanced Research (3)
SWK 6XX Advanced Standing (3)
SWK 6XX Introduction to Forensic Social Work (3)

SWK 6XX Policy, Leadership and Administration in Forensic Social Work (3)
SWK 6XX Advanced Practice and Theory in Forensic Social Work (3)
SWK 6XX Introduction to Gerontology (3)
SWK 6XX Policy, Leadership and Administration in Gerontology (3)
SWK 6XX Advanced Practice and Theory in Gerontology (3)
SWK 6XX Aging and the Law (3)
SWK 6XX Working with the LGBTQ Aged (3)
SWK 6XX Working with the Rural Aged (3)
SWK 6XX Geriatric Care Management (3)
SWK 6XX Evidence Based Practice for Gerontology (3)
SWK 6XX Multicultural Applications of the DSM-V (3)
SWK 6XX Dual Diagnosis & Assessments (3)
SWK 6XX Policy, Leadership, & Admin. I in Mental Health (3)
SWK 6XX Advanced Practice and Theory in Mental Health (3)
SWK 6XX Mental Health Electives (3)
SWK 6XX Integrative Seminar
SWK 6XX Field Practicum II (4)
SWK 6XX Field Practicum Seminar II (1)
SWK 6XX Field Practicum III (4)
SWK 6XX Field Seminar III (1)

Elective Courses

SWK 6XX Caregiving with the Elderly (3)
SWK 6XX Death & Dying (3)
CRJ 6XX Expert Testimony in Forensic Science (3)
CRJ 6XX Criminal Investigation (3)
CRJ 6XX Legal Rights of the Convicted (3)
CRJ 6XX Law and Evidence (3)
CRJ 6XX Community Offender and Supervision (3)
COU 526 Psychological Testing (3)
EDU 532 Behavior Disorders of Children (3)
SOC 527 Marriages and Family (3)
SOC 570 Sociology of Health and Illness (3)

Collaboration: Research and online education technology opportunities were discussed and a variety of partnerships were promising. Alabama A & M and the University of South Alabama expressed interest in collaborative opportunities. Both of these potential opportunities were explored and a follow-up with each Social Work chair at each institution was completed. Plans are not finalized at this time.

Distance Education: The ASU MSW Program will utilize distance education technology. On-line classes, lectures, and seminars can be broadcast throughout the state for increased student access. The program will be housed, however, in campus facilities that are equipped with wireless access and video teleconferencing capabilities.

Admissions: Applicants seeking admission under the Advanced Standing Curriculum must:

- Be enrolled within 5 years post completion of their Baccalaureate degree in Social Work (BSW);
- Demonstrate evidence of completion of a bachelor's degree in social work from a Social work program accredited by the Council of Social Work Education (CSWE);
- Have a GPA of 3.0 or better on a 4.0 scale;
- Submit official transcripts from ALL post-secondary institutions attended;
- Submit a Statement of Purpose;
- Submit an essay related to a social issue in the related areas of gerontology, forensics or mental health;

- Submit three letters of recommendations (one from a previous professor, one from your previous intern supervisor);
- Submit a Graduate Record Examination (GRE) score as required by ASU's Graduate School taken within the past five years; the university does not have a designated GRE score or range of scores for admittance. Nevertheless, students who score at least a 450 or 150 (revised GRE score) on the verbal portion of the GRE, a score of 3.5 or higher on the analytical writing portion of the GRE can qualify to be exempt from the Graduate Writing Competency Test (GWCT). Documentation of test scores must be provided for their graduate school file. Students not passing the GWCT by the end of their first semester will be unable to register for any more classes; and
- Submit a current professional resume.

Applicants seeking admission under the Traditional Curriculum (two-year full-time curriculum or four-year part-time curriculum) must:

- Demonstrate evidence of completion of a Bachelor's degree in Social Work from a Social Work Program accredited by the Council of Social Work Education (CSWE) or completion of a baccalaureate degree from an accredited, four-year college or university. Students having baccalaureate degrees in non-social work areas of study must demonstrate a broad liberal arts base to include six (6) hours in the Social, Behavioral or Psychological sciences; three (3) hours in statistics; and four (4) hours in human biology;
- Have a GPA of 2.75 or better on a 4.0 scale;
- Submit official transcripts from all post-secondary institutions attended;
- Submit a Statement of Purpose;
- Submit an essay related to a social issue in the related areas of Gerontology, Forensics or mental health;
- Submit three letters of recommendations (at least one from a previous professor, at least one from your previous intern supervisor);
- Submit a Graduate Record Examination (GRE) Score as required by ASU's Graduate School taken within the past five years; the university does not have a designated GRE score or range of scores for admittance. Nevertheless, students who score at least a 450 or 150 (revised GRE score) on the verbal portion of the GRE, a score of 3.5 or higher on the analytical writing portion of the GRE can qualify to be exempt from the Graduate Writing Competency Test (GWCT). Documentation of test scores must be provided for your graduate school file. Students not passing the GWCT by the end of their first semester will be unable to register for any more classes; and
- Submit a current professional resume.

Need: According to the Occupational Outlook Handbook (OOH, 2013), employment for social workers is expected to grow much faster than the average for all occupations through 2016, especially for those who specialize in aging or work in rural areas. That said, a social work career is likely to remain in demand. A 25 percent growth rate in employment from 2010-2020 is projected largely in part due to the growing elderly population's demand for health and family services. The Bureau of Labor and Statistics (BLS) (2013) also estimates that the "expanding senior population" will drive growth in employment in home healthcare services, residential care (assisted living, senior living communities and nursing facilities) and hospices. Social workers who have completed specific course work and field work in aging (typically at the master's level) represent one of the fastest growing segments of the profession.

A 31 percent employment growth is also projected for those who specialize in mental health and substance abuse. Growth is expected as more people seek treatment for mental illness and addiction. In addition, drug offenders are increasingly being sent to treatment programs rather than to jail. As a result, use of substance abuse treatment programs is expected to grow, increasing demand for mental health and substance abuse social workers.

Forensic Social Work is another mushrooming field of specialty. This area of social work practice prepares students to apply the principles of social work to the legal system, including applicable local, state, and federal laws; civil and criminal courts, and the juvenile justice system; law enforcement agencies, and correctional facilities. According to a 2010 study by the National Association of Social Workers (NASW), the median yearly base pay for Forensic Social Workers in the United States was \$56,300.00. This salary was at/or above the base pay for other social work specialties.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Nation	6,505	6,505	6,505	6,505	6,505	32,525
SREB	4,488	4,488	4,488	4,488	4,488	22,440
Alabama	464	476	488	500	510	2,438

Student Demand: Multiple methods were used to collect data for determining the need for this program. These methods consisted of collecting letters of support, face-to-face interviews and discussions with students (current and graduates), and obtaining results from focus groups and internal and external stakeholders. The study conducted over a 2 ½ year period started in 2011 and ended in September 30, 2013.

At the outset, to meet requirements of the Council on Social Work Education (CSWE), a needs assessment was completed. In addition to students (current and alumni), practicing professionals in social work, directors of professional organizations, ASU Social Work Advisory Board members, and internal and external stakeholders all provided information to help determine the level needed for justification of the MSW program at Alabama State University.

Results showed that having a MSW program located at ASU would be beneficial to potential students residing in the central and southern areas who have experienced barriers to accessing the existing MSW programs in other locales in Alabama. Other potential geographical barriers to Alabama students' admission are financial and/or familial hardships. These may include leaving full time employment, expanding childcare needs, and incurring additional expenses for travel and lodging while engaging academic matriculation. ASU's proposed MSW Program has the potential to alleviate some of these barriers.

The continuing growth of the central Alabama area, the expansion of automobile plants, and the increase in multi-cultural populations can be addressed through a Master of Social Work Program designed to meet the needs of a diverse population. In addition, ASU's Social Work Department has demonstrated sensitivity to the needs of central Alabama and such a tenet can provide master's level students benefits from this level of learning and giving back to under-served populations.

An additional study was completed, utilizing focus groups, to demonstrate the feasibility of the MSW program in light of the community's meeting potential student and social welfare agency needs. In short, the purpose of the sessions was to gather data about the feasibility of a MSW Program at ASU. Two different sets of questions were developed to guide a one day discussion in each group.

In summary, there were approximately 150 stakeholders including students, Advisory Board members, and the Alabama Community Health Care professionals, indicating an interest in the development of ASU's proposed MSW program.

Resources:

Faculty: Three full-time and 4 part-time new faculty will be employed to teach in the program during the first five years:

Current Primary Faculty—

Full-time: 4

Part-time: 2

Support Faculty—

Full-time: 1

Part-time: 2

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 3

Part-time: 4

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: An Administrative Secretary - full time and 1 (20hr) person will be available to support the program. The Administrative Secretary will be assigned to the MSW Program and will serve as the administrative assistant. The twenty hour employee will be assigned to oversee the operation of the Social Work Laboratory. Duties will include: (a) providing technical assistance for students, (b) tutoring BSW students, and (c) assisting faculty with research.

Fellowships and Assistantships: Assistantships/ Fellowships will be 4 in year 1; 5 in year 2; 5 in year 3; 5 in year 4; 5 in year 5 at \$15, 000 each.

Equipment: Necessary expenses: funds to complete a Social Work Lab (in progress) as necessary for accreditation compliance \$10,000; necessary allocation of funds for equipment necessary to operate Program \$25,000. Fiber optics are needed to improve computer connectivity and reliability. Internet and telephone access currently depend on WIFI access, which has proven to be temperamental.

Facilities: The Department of Social Work recently relocated to a renovated building on campus. There is room for expansion in the building as needed to operate a MSW Program. A second option would be to return to Beverly Hall, the Department's original locale; after renovation is completed (building is projected for renovation). This would be a better fit, as the Department would be able to have office space and hold classes in the same building. Both floors (1st and 2nd) will allow for full occupancy.

Library: The Levi Watkins Learning Center, which includes the University Library and Learning Resources, is a five-story building that encompasses an archives and special collections facility located in the center of the Alabama State University campus. It provides comprehensive library holdings, electronic access, other information, and educational resources. Hard-cover and periodical holdings that are sufficient for the operation of the program will also be provided and meet the instructional and research needs of the faculty and students in the Social Work Department.

Each year the title holdings increase. Department faculty in conjunction with the Dean of the ASU library continuously review available social work resources and make requests for updated and

additional books, journals, and audiovisuals related to social work. Additionally, holdings of comprehensive CD ROMS, online data bases, and internet-based electronic resources have greatly increased. The University Library's online collections are accessible 24/7 delivering information to the desktop bridging the physical distance electronically.

The Montgomery Consortium of Higher Education, organized in 1997, permits borrowing privileges for Alabama State University's faculty and students at the following institutions: Auburn University at Montgomery, Faulkner University, Huntingdon College, Troy University, and the Alabama Public Library Service. The Social Work Department also has library privileges for the books, directories, reports, films and videos in the Family Services' Library of the State Department of Human Services in Montgomery, Alabama, and Office of the Alabama Chapter of the National Association of Social Workers.

Program Budget: The proposal projected that \$1,238,900 in new funds will be required for the program in the first five years, and that \$3,052,000 will be available over the same period through tuition and extramural funds.

Attachment 3

**Alabama State University
 Master of Social Work**

ADVANCED STANDING

Course Curriculum

1 Year – 37 Credit Hours

Summer	Summer	Summer
SWK 6XX Advance Standing 2	SWK 6XX Advance Standing 2	SWK 6XX Advance Standing 2
SWK 5XX Psychopathology 3	SWK 5XX Psychopathology 3	SWK 5XX Psychopathology 3
SWK 5XX Group Dynamics 3	SWK 5XX Group Dynamics 3	SWK 5XX Group Dynamics 3
8	8	8
Fall Concentration: Forensics	Fall Concentration: Gerontology	Fall Concentration: Mental Health
SWK 6XX Intro. to Forensics SWK 3	SWK 6XX Intro to Gerontology SWK 3	SWK 6XX Multi-Cultural Applications of the DSM V 3
SWK 6XX Policy, Leadership, & Admin. in FSW 3	SWP 6XX Policy, Leadership, & Admin. in Gerontology 3	SWK 6XX Policy, Leadership, & Admin. in MH 3
CRJ 6XX Expert Testimony in Forensic 3	SWP 6XX Evidenced-Based Practice in Gerontology 3	SWK 6XX Dual Diagnosis & Assessments 3
SWK 6XX Field Practicum II 3	SWK 6XX Field Practicum II 3	SWK 6XX Field Practicum II 3
SWK 6XX Field Seminar II 1	SWK 6XX Field Seminar II 1	SWK 6XX Field Seminar II 1
13	13	13
Spring	Spring	Spring
SWK 6XX Advanced Research & Program Evaluation 3	SWK 6XX Advanced Research Program Evaluation 3	SWK 6XX Advanced Research & Program Evaluation 3
SWK 6XX Adv. Theory & Practice in FSW 3	SWK 6XX Advanced Theory & Practice in Gerontology 3	SWK 6XX Advanced Theory & Practice in MH 3
SWK 6XX Community Supervision w/Special Populations 3	SWK 6XX Geriatric Case Management 3	SWK 6XX Special Topics in MH 3
SWK 6XX Integrative Seminar 3	SWK 6XX Integrative Seminar 3	SWK 6XX Field Practicum III 3
SWK 6XX Field Practicum III 3	SWK 6XX Field Practicum III 3	SWK 6XX Field Seminar III 1
SWK 6XX Field Seminar III 1	SWK 6XX Field Seminar III 1	16
16	16	
Classes to be offered hybrid or as on-line courses are marked in red		

*Electives are student's choice and advisors approval

TWO YEAR PROGRAM
Course Curriculum
2 Years - 60 Credit Hours

Foundation Generalist			
Fall		Spring	
SWK 5XX Cultural Diversity in Social Work	3	SWK 5XX HBSE II	3
SWK 5XX Social Welfare Policy I	3	SWK 5XX Intermediate Research	3
SWK 5XX HBSE I	3	SWK 5XX Elective	3
SWK 5XX Foundations of SWK Practice	3	SWK 5XX Social Welfare Policy II	3
	12	SWK 5XX Field Practicum I	3
		SWK 5XX Field Seminar I	1
			16
Summer			
<i>Students may take elective courses in concentration as approved by advisor</i>			
Concentration			
Fall	Fall	Fall	
Concentration: Forensics	Concentration: Gerontology	Concentration: Mental Health	
SWK 6XX Intro. to FSW	SWK 6XX Introduction to Gerontology	SWK 5XX Psychopathology	3
SWK 6XX Policy, Leadership & Admin. in FSW	SWK 6XX Policy, Leadership & Admin in Gerontology	SWK 6XX Policy, Leadership & Admin. in MH	3
CRJ 6XX Expert Testimony in Forensic Science	SWK 6XX Evidenced-Based Practice in Gerontology	SWK 6XX Dual Diagnosis & Assessments	3
*Elective	*Elective	*Elective	3
SWK 5XX Field Practicum II	SWK 5XX Field Practicum II	SWK 5XX Field Practicum II	3
SWK 5XX Seminar II	SWK 5XX Field Seminar II	SWK 5XX Field Seminar II	1
			16
			16
Classes to be offered hybrid or as on-line courses are marked in red			

*Electives are student's choice and advisors approval

Spring	Spring	Spring	
SWK 6XX Advanced Research & Program Evaluation	SWK 6XX Advanced Research & Program Evaluation	SWK 6XX Advanced Research & Program Evaluation	3
SWK 6XX Adv. Theory & Practice in FSW	SWK 6XX Adv. Theory & Practice in Gerontology	SWK 6XX Adv. Theory & Practice in MH	3
SWK 6XX Community Supervision w/Special Populations	SWK 6XX Geriatric Case Management	SWK 6XX Multicultural Applications of the DSM V	3
SWK 6XX Integrative Seminar	SWK 6XX Integrative Seminar	SWK 6XX Integrative Seminar	3
SWK 6XX Field Practicum III	SWK 6XX Field Practicum III	SWK 6XX Field Practicum III	3
SWK 6XX Field Seminar III	SWK 6XX Field Seminar III	SWK 6XX Field Seminar III	1
			16
			16

Classes to be offered hybrid or as on-line courses are marked in red

PART TIME PROGRAM

4 Years - 60 Credit Hours

FOUNDATION GENERALIST - 1 st Year		FOUNDATION GENERALIST - 2 nd Year	
Fall		Fall	
SWK 5XX Cultural Diversity in Social Work	3	SWK 5XX HBSE II	3
SWK 5XX HBSE I	<u>3</u>	SWK 5XX Social Welfare Policy II	<u>3</u>
	6		6
Spring		Spring	
SWK 5XX Foundations in SWK Practice	3	SWK 5XX Intermediate Research	3
SWK 5XX Social Welfare Policy I	<u>3</u>	SWK 5XX Elective	<u>3</u>
	6		6
Summer		Summer	
		SWK 5XX Field Practicum I	3
		SWK 5XX Field Seminar I	<u>1</u>
			4

Classes to be offered hybrid or as on-line courses are marked in red

CONCENTRATION - 3rd Year and 4th Year)

FORENSICS - 3rd Year	GERONTOLOGY - 3rd Year	MENTAL HEALTH - 3rd Year
Fall	Fall	Fall
SWK 6XX Introduction to Forensics SWK 3	SWK 6XX Introduction to Gerontology SWK 3	SWK 5XX Psychopathology 3
SWK 6XX Policy, Leadership, & Admin. in FSW <u>3</u>	SWK 6XX Policy, Leadership, & Admin. in Gerontology <u>3</u>	SWK 6XX Policy, Leadership, & Admin. in MH <u>3</u>
6	6	6
Spring	Spring	Spring
SWK 6XX Advanced Research & Program Evaluation 3	SWK 6XX Advanced Research & Program Evaluation 3	SWK 6XX Advanced Research & Program Evaluation 3
SWK 6XX Advanced Theory & Practice in FSW <u>3</u>	SWK 6XX Adv. Theory & Practice in Gerontology <u>3</u>	SWK 6XX Advanced Theory & Practice in MH <u>3</u>
6	6	6
Summer	Summer	Summer
SWK 6XX Field Practicum II 3	SWK 6XX Field Practicum II 3	SWK 6XX Field Practicum II 3
SWK 6XX Field Seminar II <u>1</u>	SWK 6XX Field Seminar II <u>1</u>	SWK 6XX Field Seminar II <u>1</u>
4	4	4
FORENSICS - 4th Year	GERONTOLOGY - 4th Year	Mental Health - 4th Year
Fall	Fall	Fall
CRJ 6XX Expert Testimony in Forensics 3	SWK 6XX Evidenced-Based Practice of Gerontology 3	SWK 6XX Multicultural Applications of the DSM V 3
Elective <u>3</u>	Elective <u>3</u>	Elective <u>3</u>
6	6	6
Spring	Spring	Spring
SWK 6XX Community Supervision w/ Special Populations 3	SWK 6XX Caregiving for the Elderly 3	SWK 6XX Dual Diagnosis & Assessments 3
SWK 6XX Integrative Seminar <u>3</u>	SWK 6XX Integrative Seminar <u>3</u>	SWK 6XX Integrative Seminar <u>3</u>
6	6	6
Summer	Summer	Summer
SWK 6XX Field Practicum III 3	SWK 6XX Field Practicum III 3	SWK 6XX Field Practicum III 3
SWK 6XX Field Seminar III <u>1</u>	SWK 6XX Field Seminar III <u>1</u>	SWK 6XX Field Seminar III <u>1</u>
4	4	4

Classes to be offered hybrid or as on-line courses are marked in red

DECISION ITEM A-19: Auburn University at Montgomery, Education Specialist in Special Education (CIP 31.1001)

EXECUTIVE SUMMARY

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

Program Objective: AUM is taking the existing options in Special Education currently under Elementary Education or Secondary Education and elevating the options to a new degree program of Special Education.

The proposed Special Education program will continue many of the current practices in the existing options. Education Specialist candidates in Collaborative Teacher K-6 and Collaborative Teacher 6-12 options will continue to be required to possess a valid teaching certificate and build on the competencies met at the Master's level in Special Education. Upon completion of the Education Specialist in Special Education, graduates will be expected to be able to do such tasks as: Understand how to organize and present content; understand the impact of native language and linguistic background on learning; recognize individual variations in learning and development and provide appropriate learning experiences; understand the bases of learner difficulties; understand the process of second language acquisition; understand how cultural, ethnic, gender, linguistic, and socio-economic differences; plan teaching and learning experiences that consider the needs, interests, and abilities of diverse students; evaluate, select, and integrate a variety of research-based strategies that promote retention and transfer of learning; and use best practices, professional literature, collegial assistance, job embedded learning, district and state-sponsored workshops, online and distance learning, and peer coaching and mentoring to improve as a teacher and learner.

Role: The proposed program is within the instructional role recognized by the Commission for the Auburn University at Montgomery.

Mode of Delivery: The program of study for both options in Special Education will be offered initially as hybrid and online with the intention of moving all courses to online only by Fall 2015.

Similar Programs: According to the most recent listing of Field of Study/Program Title on the ACHE inventory only two state universities have Education Specialist level programs in Special Education (University of Alabama, and University of West Alabama). Since all Education Specialist special education options currently available at AUM are considered areas of high need as identified by the United States Department of Education, the Office of Postsecondary Education, and in the annually published document entitled Teacher Shortage Areas Nationwide Listing, AUM feels its proposed Education Specialist in Special Education is warranted.

Collaboration: AUM is not currently exploring program collaboration, however AUM is open to collaboration if other institutions are interested.

Resources: The proposal projected that \$0 in new funds will be required for the program in the first five years, and that \$184,815 will be available over the same period through tuition and extramural funds.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Minimum additional resources are required in order to offer this Education Specialist degree. Minimal additional funds are needed to be available for program sustainability and growth as described in the proposal.
2. There appears to be sufficient need and student demand to support the program.
3. There are sufficient employment opportunities.

DECISION ITEM A-19: Auburn University at Montgomery, Education Specialist in Special Education (CIP 31.1001)

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

Staff Recommendation: That the Commission approve the proposed Education Specialist in Special Education (CIP 31.1001) with the post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 4, based on the proposal.
2. That the annual average number of graduates for the period 2014-15 through 2018-19 (five-year average) will be at least 4, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University at Montgomery will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The Auburn University at Montgomery program proposal, received February 20, 2014. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Auburn University at Montgomery

PROGRAM Education Specialist in Special Education (CIP 13.1001)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS (& Fellowships)	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$10	\$0	\$0
TUITION	\$19,980	\$34,965	\$39,960	\$44,955	\$44,955	\$184,815
TOTAL	\$19,980	\$34,965	\$39,960	\$44,955	\$44,955	\$184,815

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	4	7	8	9	9	7
NEW ENROLLMENT HEADCOUNT	4	4	4	5	5	4
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	3	3	4	4	4	4

Attachment 2

Summary of Background Information Education Specialist in Special Education Auburn University at Montgomery

Role: The proposed program is within the instructional role recognized by the Commission for the Auburn University at Montgomery.

Description and Objectives: The purpose of this proposal is to establish an Education Specialist in Special Education and move within this program two existing options: the Collaborative Teacher K-6 option within the Education Specialist in Elementary Education; and the Collaborative Teacher 6-12 option within the Education Specialist in Secondary Education. The degree program will result in an Education Specialist in Special Education with two options:

- Collaborative Teacher K – 6, and
- Collaborative Teacher 6 – 12

The proposed Special Education program will continue many practices of the current existing options. Education Specialist candidates in Collaborative Teacher K-6 and Collaborative Teacher 6-12 options will continue to be required to possess a valid teaching certificate and build on the competencies met at the Master's level in Special Education.

Upon completion of the Education Specialist in Special Education, graduates will be expected to:

1. Understand how to organize and present content so that it is meaningful and engaging to all learners.
2. Understand the impact of native language and linguistic background on learning.
3. Recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.
4. Differentiate between learner difficulties that are related to cognitive or skill development and those that are related to language learning.
5. Understand the process of second language acquisition and strategies to support the learning of students whose first language is not English.
6. Understand how cultural, ethnic, gender, linguistic, and socio-economic differences, including family/community values and conditions affect learner needs, preferences, and styles and use this information to develop culturally responsive curriculum and instruction based upon those characteristics.
7. Plan teaching and learning experiences that consider the needs, interests, and abilities of diverse students.
8. Create a print/language-rich environment that develops/extends students' desire and ability to read, write, speak, and listen.
9. Evaluate, select, and integrate a variety of research-based strategies that promote retention and transfer of learning, such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design.
10. Foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies, as appropriate.
11. Engage all students in developing rubrics and teach students to use them in assessing and understanding their own learning and behavior.
12. Understand available and emerging technologies including classroom and school resources, distance learning and online learning opportunities, and assistive technologies that support and enhance learning for all students in all content areas.
13. Use best practices, professional literature, collegial assistance, job embedded learning, district and state-sponsored workshops, online and distance learning, and peer coaching and mentoring to improve as a teacher and learner.

Assessment: Program outcome assessment is in place for the existing program options and will continue as such if this proposal is approved. Each student in the program has an electronic portfolio in LiveText and adds assignments from each course. Portfolios are used to showcase proficiency to potential employers and to provide data used for program improvement.

Instructors create assessments pertaining to the indicators specific to that course to determine candidate mastery of each standard. At the end of each semester, instructors assess portfolios using a rubric with a range from "1"-unsatisfactory- to "4"- exceptional. The assessment of the candidates' portfolio may come directly from the assessment included in the portfolio or the assessment may be completed using assessments outside of the portfolio. Instructors decide which assessments are appropriate when assigning summative indicator scores on the rubric. All data assessments are collected utilizing LiveText, a web-based data management system used by the School of Education. Annual reports are provided to the department head for use in faculty program review of candidates and the program. Semester reports are provided to department heads and program coordinators to analyze individual candidate data.

The Office of Institutional Effectiveness collects enrollment and productivity projections and employment/graduate school accomplishments for graduates.

Administration: The program will be administered by the College of Education, Dean: Dr. Sheila Austin, Department Chairperson: Dr. Laura Carpenter (Counseling, Leadership, and Special Education).

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Five members of the ACGD participated in the final vote. Four voted to approve the proposal, and one abstained. There was only minimal comment.

Accreditation: All teacher certification program options in the School of Education are currently accredited by the Council for the Accreditation of Educator Preparation (CAEP) formerly the National Council for Accreditation of Teacher Education, (NCATE). Therefore, the proposed program will maintain CAEP accreditation as well as Alabama State Department approval for all teacher certification programs.

Curriculum: Program Completion Requirements:

Collaborative Teacher K-6

Credit hours required in major courses: 18

Credit hours required in support courses: 00

Credit hours in required or free electives: 06

Practica: 06

Additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.

To graduate and apply for the Alabama Professional Educator Certificate, a comprehensive examination (0 credit hours) as well as three PRAXIS II Tests 1) Principles of Learning and Teaching, 2) Elementary Education Multiple Subjects, and 3) Special Education may be required if the candidate does not hold previous degrees and/or certification in these option areas. Two 3-credit hour practica are also required.

Total = 30 credits

Collaborative Teacher 6-12

Credit hours required in major courses: 18

Credit hours required in support courses: 00

Credit hours in required or free electives: 06

Practica: 06

Additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.

As with the Collaborative Teacher K-6, to graduate and apply for the Alabama Professional Educator Certificate, a comprehensive examination (0 credit hours) as well as three PRAXIS II Tests 1) Principles of Learning and Teaching, 2) Elementary Education Multiple Subjects, and 3) Special Education may be required if the candidate does not hold previous degrees and/or certification in these option areas.

Total = 30 credits

Collaboration: AUM is not currently exploring program collaboration, however AUM is open to collaboration if other institutions are interested.

Distance Education: The program of study for both options in Special Education will be offered initially as hybrid and online with the intention of moving all courses to online only by Fall 2015.

Admissions: Admission Requirements – Education Specialist

- Official transcripts of all college work, including a degree posted transcript from an accredited college or university or its equivalent,
- A minimum GPA of 3.25 for the Master's degree coursework in their teaching field,
- Satisfactory Miller Analogies Test score or Graduate Record Examination score that is no more than five years old. Official scores must be submitted from the testing agency,
- A valid, Alabama Teaching Certificate reflecting certification in the proposed graduate teaching field on the Class B level. Exceptions: Instructional Leadership, School Counseling, Reading Specialist, Collaborative Teaching – these areas allow Class B certification in some other area,
- An evaluation of effectiveness as a teacher as evidenced by a notarized EXP form or a final internship evaluation,
- Alabama Certification of Teachers Fingerprint Inquiry Clearance.

When AUM's Office of Graduate Studies has collected all relevant documents, a screening committee then considers the application materials. A formula that weighs the graduate academic average and a graduate entrance examination score is used by the screening committee and on the basis of the formula and other considerations itemized above, the committee recommends admission or denial to the program.

Need: Graduates with Education Specialist degrees in Special Education can enter the job market as special education teachers, in their respective grade areas, in public or private P-12 schools. Graduates with special education degrees may also pursue jobs in: special education administration; curriculum specialists; hospitals as liaisons between the hospital and the school system; residential facilities that serve individuals with severe/profound needs; detention facilities that serve P-12 students who are incarcerated; or work with social assistance agencies to provide educational services to P-12 students with special needs.

According to the Field of Study/Program Title on the ACHE inventory only two state universities have Education Specialist level programs in Special Education (University of Alabama, and

University of West Alabama). Since all Education Specialist special education options currently available at AUM are considered areas of high need as identified by the United States Department of Education, the Office of Postsecondary Education, and in the annually published document entitled Teacher Shortage Areas Nationwide Listing, AUM feels its proposed Education Specialist in Special Education is warranted.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Nation	105,600	105,600	105,600	105,600	105,600	528,000
SREB	18,010	18,010	18,010	18,010	18,010	90,050
Alabama	570	570	570	570	570	2,850

Student Demand: The student demand was determined by enrollment in the Collaborative Teacher K-6, and the Collaborative Teacher 6-12 existing options at AUM. Over the last 5 years, a total of 33 candidates have graduated from these options for an average of 6.6 candidates per year.

Resources:

Faculty: No new faculty will be hired for this proposed program.

Current Primary Faculty—

Full-time: 3
 Part-time: 2

Support Faculty—

Full-time: 0
 Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0
 Part-time: 0

Support Faculty—

Full-time: 0
 Part-time: 0

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

Fellowships and Assistantships: No assistantship/fellowship stipends will be provided.

Equipment: No additional equipment will be required for the proposed program.

Facilities: Current facilities are adequate and no renovations will be required.

Library: The holdings of the AUM Library were found to be adequate to support the Special Education program at the education specialists level.

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Friday, June 13, 2014

Program Budget: The proposal projected that \$0 in new funds will be required for the program in the first five years, and that \$184,815 will be available over the same period through tuition and extramural funds.

Attachment 3

**Auburn University at Montgomery
 Education Specialist in Special Education**

**SUGGESTED COURSE SEQUENCE FOR
 EDUCATIONAL SPECIALIST IN SPECIAL EDUCATION
 COLLABORATIVE TEACHER (K-6)**

Fall	Spring	Summer
ESPE 7000 Critical Issues and Current Trends in Special Education	ESPE 7700 Technology for Inclusion of Students with Exceptionalities	Specialization Elective
ESPE 7200 Policies and Practices in Special Education	ESPE 7952 Collaborative K-6 Seminar in Special Education	Specialization Elective
*ESPE 6100 Students with Special Needs		
Fall	Spring	Summer
ESPE 7995 Research Studies in Special Education I	ESPE 7996 Research Studies in Special Education II	
ESPE 7914 – Collaborative K-6 Adv. Practicum I	ESPE 7915 – Collaborative K-6 Adv. Practicum II	
	ESPE 8982 – Collaborative K-6 Ed.S. Comprehensive Exam	

*ESPE 6100, Students with Special Needs, is on the Plan of Study for the Collaborative 6-12 Class AA program, but we anticipate all individuals entering this program would already have had the survey class at the Class B or Class AA level. If not, candidates would be advised to take ESPE 6100 their first semester.

**SUGGESTED COURSE SEQUENCE FOR
 EDUCATIONAL SPECIALIST IN SPECIAL EDUCATION
 COLLABORATIVE TEACHER (6-12)**

Fall	Spring	Summer
ESPE 7000 Critical Issues and Current Trends in Special Education	ESPE 7700 Technology for Inclusion of Students with Exceptionalities	Specialization Elective
ESPE 7200 Policies and Practices in Special Education	ESPE 7952 Collaborative 6-12 Seminar in Special Education	Specialization Elective
*ESPE 6100 Students with Special Needs		
Fall	Spring	Summer
ESPE 7995 Research Studies in Special Education I	ESPE 7996 Research Studies in Special Education II	
ESPE 7914 – Collaborative 6-12 Adv. Practicum I	ESPE 7915 – Collaborative 6-12 Adv. Practicum II	
	ESPE 8982 – Collaborative 6-12 Ed.S. Comprehensive Exam	

*ESPE 6100, Students with Special Needs, is on the Plan of Study for the Collaborative 6-12 Class AA program, but we anticipate all individuals entering this program would already have had the survey class at the Class B or Class AA level. If not, candidates would be advised to take ESPE 6100 their first semester.

DECISION ITEM A-20: Auburn University at Montgomery, Master of Education in Instructional Technology (CIP 13.0501)

EXECUTIVE SUMMARY

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

Program Objective: Objectives for the Instructional Technology M.Ed. program have been adopted from the International Society for Technology in Education (ISTE) standards and the National Council for Accreditation of Teacher Education (NCATE) standards. The ISTE standards for digital age coaches (ISTE Standards-C) are the standards used to evaluate the skills and knowledge that students in the Instructional Technology program will need in order to lead and support teachers in the 21st century classroom.

Upon completion of the M.Ed. in Instructional Technology, graduates will demonstrate the following ISTE standards:

Standard 1: Leadership

Standard 2: Teaching, Learning, & Assessing

Standard 3: Digital-Age Learning Environments

Standard 4: Professional Development & Program Evaluation

Standard 5: Digital Citizenship

Standard 6: Content Knowledge and Professional Growth

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

Mode of Delivery: The established, existing M.Ed. in Instructional Technology program option is currently a completely online distance education program. The application and advising process is also available entirely online.

Similar Programs: According to the most recent listing of approved field of study/program titles on the ACHE website (September 13, 2103), only four state university systems have Master level programs in Instructional Technology or similar six-digit CIP code programs (Auburn University, Alabama State University, Jacksonville State University, and University of West Alabama). Responses during the NISP phase of proposal development were supportive of the program request. It appeared to be clear to reviewers that AUM is simply attempting to take the existing option of Instructional Technology currently under Secondary Education and elevate it to a new degree program of Instructional Technology.

Collaboration: No formal collaborative agreements have been made. Professionals in the department routinely collaborate with their colleagues.

Resources: The proposal projected that \$0 will be required for the program in the first five years, and that \$409,590 will be available over the same period through tuition.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Minimum additional resources are required in order to offer this master's. There should be sufficient funds available for the program sustainability and growth as described in the proposal.
2. There appears to be sufficient need and student demand to support the program.

DECISION ITEM A-20: Auburn University at Montgomery, Master of Education in Instructional Technology (CIP 13.0501)

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

Staff Recommendation: That the Commission approve the proposed Auburn University at Montgomery, Master of Education in Instructional Technology (CIP 13.0501) and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 10, based on the proposal.
2. That the annual average number of graduates for the period 2014-15 through 2018-19 (five-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University at Montgomery will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The Auburn University at Montgomery program proposal, received February 20, 2014. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Auburn University at Montgomery

PROGRAM Master of Education in Instructional Technology (CIP 13.0501)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS (& Fellowships)	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$10	\$0	\$0
TUITION	\$49,950	\$89,910	\$89,910	\$89,910	\$89,910	\$409,590
TOTAL	\$49,950	\$89,910	\$89,910	\$89,910	\$89,910	\$409,590

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	18	18	18	18	16
NEW ENROLLMENT HEADCOUNT	10	10	10	10	10	10 5-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	8	8	8	8	8	8

Attachment 2
Summary of Background Information
Master of Education in in Instructional Technology
Auburn University at Montgomery

Role: The proposed program is within the instructional role recognized by the Commission for the Auburn University at Montgomery.

Description and Objectives: The purpose of this proposal is to elevate an existing Instructional Technology option within the Master of Education in Secondary Education degree to a Master of Education in Instructional Technology. The M.Ed. in Instructional Technology program is designed for individuals who have a bachelor's degree and who wish to increase their understanding of the role of technology in enhancing student learning.

This program is also appropriate for industry educators (those outside the P-12 environment) who wish to study instructional design and learn how technology can be used in learning and teaching. Additional jobs for Instructional Technology graduates may include, but are not limited to: Instructional Material Designers, e-learning Specialists, Educational Consultants for businesses, not-for-profit organizations and government agencies, Educational Technology Support Staff, Coordinators for Assistive Technology, District Level Coordinator for Technology, Technology Resource Instructors, and Distance Education Directors.

Objectives for the Instructional Technology M.Ed. program have been adopted from the International Society for Technology in Education (ISTE) standards and the National Council for Accreditation of Teacher Education (NCATE) standards. The ISTE standards for digital age coaches (ISTE Standards-C) are the standards used to evaluate the skills and knowledge that students in the Instructional Technology program will need in order to lead and support teachers in the 21st century classroom.

Upon completion of the M.Ed. in Instructional Technology, graduates will demonstrate the following ISTE standards:

- Standard 1: Leadership
- Standard 2: Teaching, Learning, & Assessing
- Standard 3: Digital-Age Learning Environments
- Standard 4: Professional Development & Program Evaluation
- Standard 5: Digital Citizenship
- Standard 6: Content Knowledge and Professional Growth

Assessment: Program outcome assessment is in place for the existing program option and will continue as such if this proposal is approved. Each student in the program has an electronic portfolio in LiveText and adds assignments from each course. Portfolios are used to showcase proficiency to potential employers and to provide data used for program improvement.

Instructors create assessments pertaining to the indicators specific to that course to determine candidate mastery of each standard. At the end of each semester, instructors assess portfolios using a rubric with a range from "1"-unsatisfactory- to "4"-exceptional. The assessment of the candidates' portfolio may come directly from the assessment included in the portfolio or the assessment may be completed using assessments outside of the portfolio. Instructors decide which assessments are appropriate when assigning summative indicator scores on the rubric.

All data assessments are collected utilizing LiveText, a web-based data management system used by the School of Education. Annual reports are provided to the department head for use in faculty program review of candidates and the program. Semester reports are provided to department heads and program coordinator to analyze individual candidate data.

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The Office of Institutional Effectiveness collects enrollment and productivity projections and employment/graduate school accomplishments of graduate's data.

Administration: The program will be administered by the College of Education, Dean: Dr. Sheila Austin, Department Chairperson: Dr. Kellie Shumack (Foundations, Technology, and Secondary Education)

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Six members of the ACGD participated in the final vote. Five voted to approve the proposal, one abstained, and none voted to disapprove. There was only comment – that the projected number of students is somewhat low.

Accreditation: The established, existing option of Instructional Technology is a non-certification option in AUM's School of Education. Therefore, this program is not currently recognized by a specialized accreditation agency. However, AUM would like to investigate program accreditation from the Council for the Accreditation of Educator Preparation (CAEP), formally the National Council for Accreditation of Teacher Education (NCATE), or the International Society for Technology in Education (ISTE).

Curriculum: Program Completion Requirements

CURRICULUM AND TEACHING

FNDS 6010 E---Learning Innovations

FNDS 6213 Computer---Based Instructional Technologies

FNDS 6952 Seminar in C. & T.

GENERAL PROFESSIONAL STUDIES

FNDS 6170 Adv. Ed. Psychology

EVALUATION OF TEACHING AND LEARNING

FNDS 6610 Research in Education

TEACHING FIELD (5 courses required)

FNDS 6223 Current & Emerging Technology

FNDS 6233 Curriculum Integration & Technology

ESPE 6700 Assistive Technology

FNDS 6243 Instructional Design

FNDS 6253 Coordinating Technology Use

PRACTICUM AND COMPREHENSIVE EXAM

EDUC 6914 Practicum in Education

SCED 7982 Master's Comp. Exam

Minimum program requirement equals 33 credits.

All courses are 3 credits except SCED 7982 which is 0 credits.

Collaboration: AUM is not currently exploring program collaboration, however AUM is open to collaboration if other institutions are interested.

Distance Education: The established, existing M.Ed. in Instructional Technology Education program (Department of Foundations, Technology, & Secondary) option is currently a completely online distance education program. The application and advising process is also available entirely online. To date, students have participated in and completed the Instructional Technology program option from locations within Alabama as well as other U.S. states, Spain, and China. Access is a primary reason that students choose distance education courses.

Ensuring the quality of the distance education element of this program is safeguarded by annual evaluations for online courses within the department and Auburn University at Montgomery Instructional Technology by the assessments of AUM instructional designers. The courses in this program are assessed based on the eight standards published by the Quality Matter's Program.

Admissions: The following requirements must be met for admission to this program:

- Official transcripts of all college work, including a degree posted transcript from an accredited college or university or its equivalent.
- A minimum GPA of 2.5 on the last 75 semester hours (100 quarter hours) of coursework that was counted toward a degree or certification.
- Satisfactory Miller Analogies Test score or Graduate Record Examination score that is no more than five years old. Official scores must be submitted from the testing agency.
- Alabama Certification of Teachers Fingerprint Inquiry Clearance.

When AUM's Office of Graduate Studies has collected all relevant documents, a screening committee then considers the application materials. A formula that weighs the undergraduate academic average and a graduate entrance examination score is used by the screening committee and on the basis of the formula and other considerations itemized above, the committee recommends admission or denial to the program.

Need: The proposed M.Ed. in Instructional Technology program will satisfy a clearly documented need, both for the institution and for society in general. eLearning options for schools and businesses make the design of web-based instruction increasingly important. The vast array of computer-based technologies has fundamentally enhanced the ability of companies and schools to connect with students, employees, and customers. In Alabama, secondary students are required to have experience with online course components before graduation.

The proposed program in Instructional Technology at AUM will prepare educators at all levels (both P-12 and in industry) to integrate online components into instruction and additionally prepare educators to more fully engage 21st century learners in the learning process. This program will help train a new cadre of teachers who wish to incorporate cutting-edge technology in their classrooms to prepare innovative lessons utilizing appropriate instructional strategies. Additionally, P-12 schools, school systems, and institutions of higher learning need experts to train and equip faculty in the appropriate integration of technology in instruction. This need is increasing and is ongoing. Therefore, the proposed M.Ed. program in Instructional Technology at AUM is critical for fulfilling the supply and demand for master level employees with instructional technology skills.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Nation	43,300	43,300	43,300	43,300	43,300	216,500
SREB	2,675	2,675	2,675	2,675	2,675	13,375
Alabama	55	55	55	55	55	275

Student Demand:

Resources:

Faculty: No new faculty will be hired for this proposed program.

Current Primary Faculty—

Full-time: 2
 Part-time: 1

Support Faculty—

Full-time: 0
 Part-time: 3

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0
 Part-time: 0

Support Faculty—

Full-time: 0
 Part-time: 0

Support Staff: No new support staff will be hired for this proposed program.

Fellowships and Assistantships: No assistantship/fellowship stipends will be provided.

Equipment: No additional special equipment will be necessary for this program.

Facilities: No additional facilities will be required.

Library: The holdings of the AUM Library were found to be adequate. Journal support appears to be adequate. Overall, the collection was found to be sufficient to support the Instructional Technology program at the master's level.

Program Budget: The proposal projected that \$0 will be required for the program in the first five years, and that \$409,590 will be available over the same period through tuition and extramural funds.

Attachment 3

**Auburn University at Montgomery
 Master of Education in Instructional Technology**

Master's Degree in Instructional Technology - Schedule

Spring Start Option

Spring	Summer	Fall	Spring	Summer
FNDS 6010 Online Instruction	FNDS 6233 Curriculum Integration & Technology	FNDS 6610 Research in Education	FNDS 6223 Current & Emerging Instructional Technologies	FNDS 6914 Practicum in Education
FNDS 6213 Computer-Based Instructional Technologies	ESPE 6700 Assistive Technology	FNDS 6243 Instructional Design	FNDS 6253 Coordinating Technology Use	FNDS 6952 Seminar in Curriculum & Teaching
	FNDS 6170 Advanced Educational Psychology			

Summer Start Option

Summer	Fall	Spring	Summer	Fall
FNDS 6213 Computer-Based Instructional Technologies	FNDS 6010 Online Instruction	FNDS 6223 Current & Emerging Instructional Technologies	FNDS 6233 Curriculum Integration & Technology	FNDS 6914 Practicum in Education
ESPE 6700 Assistive Technology	FNDS 6243 Instructional Design	FNDS 6253 Coordinating Technology Use	FNDS 6952 Seminar in Curriculum & Teaching	FNDS 6170 Advanced Educational Psychology
FNDS 6610 Research in Education				

Fall Start Option

Fall	Spring	Summer	Fall	Spring
FNDS 6213 Computer-Based Instructional Technologies	FNDS 6223 Current & Emerging Instructional Technologies	FNDS 6233 Curriculum Integration & Technology	FNDS 6243 Instructional Design	FNDS 6914 Practicum in Education
FNDS 6010 Online Instruction	FNDS 6253 Coordinating Technology Use	ESPE 6700 Assistive Technology	FNDS 6170 Advanced Educational Psychology	FNDS 6952 Seminar in Curriculum & Teaching
		FNDS 6610 Research in Education		

DECISION ITEM A-21: Auburn University at Montgomery, Master of Education in Special Education (CIP 31.1001)

EXECUTIVE SUMMARY

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

Program Objective: The purpose of this proposal is to establish a Master of Education in Special Education and move within this program three existing options: the Early Childhood Special Education option within the Master of Education in Elementary Education; the Collaborative Teacher K-6 option within the Master of Education in Elementary Education; and the Collaborative Teacher 6-12 option within the Master of Education in Secondary Education.

The proposed Special Education program will continue many practices of the current existing options. Upon completion of the Master of Education in Special Education, graduates will be expected to demonstrate: ability to develop and enhance students' communication and social interaction skills through the development of appropriate language and conversational skills; plan and implement an instructional program using the Alabama Courses of Study or extended standards for the level taught; collaborate about instructional strategies; assist in the evaluation and use of assistive technology; implement appropriate behavioral interventions; and develop and utilize other instructional and research based activities.

Role: The proposed program is within the instructional role recognized by the Commission for Auburn University Montgomery (AUM).

Mode of Delivery: This program will have some courses that may be delivered in a hybrid format, i.e., a combination of both online and face-to-face courses.

Similar Programs: According to the most recent listing of Field of Study/Program Title on the ACHE inventory (current as of September 13, 2013), nine state university systems have Master level programs in Special Education. However, because all special education options currently available at AUM are considered areas of high need as identified by the United States Department of Education, Office of Postsecondary Education, and in the annually published document entitled Teacher Shortage Areas Nationwide Listing, AUM thus feels its proposed Master of Education in Special Education is warranted.

It is important to note the context that AUM is simply attempting to take the existing options in Special Education currently under Elementary Education or Secondary Education and elevate the options to a new degree program of Special Education.

Collaboration: AUM is not currently exploring program collaboration, however AUM is open to collaboration if other institutions are interested.

Resources: The proposal projected that \$0 will be required for the program in the first five years, and that \$852,480 will be available over the same period through tuition.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Minimum additional resources are required in order to offer this Master of Education degree. Minimal additional funds are needed to be available for the program sustainability and growth as described in the proposal.
2. There appears to be sufficient need and student demand to support the program.

DECISION ITEM A-21: Auburn University at Montgomery, Master of Education in Special Education (CIP 31.1001)

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

Staff Recommendation: That the Commission approve the proposed Auburn University at Montgomery, Master of Education in Special Education (CIP 31.1001) and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 16, based on the proposal.
2. That the annual average number of graduates for the period 2014-15 through 2018-19 (five-year average) will be at least 12, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University at Montgomery will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University at Montgomery program proposal, received February 20, 2014. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Auburn University at Montgomery

PROGRAM Master of Education in Special Education (CIP 13.1001)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS (& Fellowships)	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$10	\$0	\$0
TUITION	\$106,560	\$186,480	\$186,480	\$186,480	\$186,480	\$852,480
TOTAL	\$106,560	\$186,480	\$186,480	\$186,480	\$186,480	\$852,480

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	16	28	24	24	24	23
NEW ENROLLMENT HEADCOUNT	16	16	16	16	16	16 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	12	12	12	12	12	12

Attachment 2

Summary of Background Information Master of Education in Special Education Auburn University at Montgomery

Role: The proposed program is within the instructional role recognized by the Commission for the Auburn University at Montgomery.

Description and Objectives: Traditional Master level candidates from the existing options in Early Childhood Special Education, Collaborative Teacher K-6, and Collaborative Teacher 6-12 options will continue to be required to possess a valid teaching certificate in Special Education and build on the competencies met at the Bachelor level in Special Education.

Alternative Master level candidates in Early Childhood Special Education, Collaborative Teacher K-6, and Collaborative Teacher 6-12 must meet all Alabama Quality Teaching Standards for the Alternative Master's and the General Rules for all Special Education Teaching Fields according to the Alabama State Department of Education. Alternative Master level candidates in Early Childhood Special Education, Collaborative Teacher K-6, and Collaborative Teacher 6-12 are also required to exit with knowledge and skills above the level of the Bachelor's special education program options.

Both Traditional Master level and Alternative Master level candidates complete requirements for and receive a Master of Education. Upon completion of the Master of Education in Special Education, graduates will be expected to demonstrate:

1. Ability to develop and enhance students' communication and social interaction skills through the development of appropriate language and conversational skills;
2. Plan and implement an instructional program using the Alabama Courses of Study or extended standards for the level taught;
3. Collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student's attainment of goals and objectives;
4. Assist in the evaluation and use of assistive technology; and
5. Implement appropriate behavioral interventions based on a functional behavioral analysis.

Assessment: Program outcome assessment is in place for the existing program options and will continue as such if this proposal is approved. Each student in the program has an electronic portfolio in LiveText and adds assignments from each course. Portfolios are used to showcase proficiency to potential employers and to provide data used for program improvement.

Instructors create assessments pertaining to the indicators specific to that course to determine candidate mastery of each standard. At the end of each semester, instructors assess portfolios using a rubric with a range from "1"-unsatisfactory- to "4"-exceptional. The assessment of the candidates' portfolio may come directly from the assessment included in the portfolio or the assessment may be completed using assessments outside of the portfolio. Instructors decide which assessments are appropriate when assigning summative indicator scores on the rubric.

All data assessments are collected utilizing LiveText, a web-based data management system used by the School of Education. Annual reports are provided to the department head for use in faculty program review of candidates and the program. Semester reports are provided to department heads and program coordinator to analyze individual candidate data.

The Office of Institutional Effectiveness collects enrollment and productivity projections and employment/graduate school accomplishments for graduates.

Administration: The program will be administered by the College of Education, Dean: Dr. Sheila Austin, Department Chairperson: Dr. Laura Carpenter (Counseling, Leadership, and Special Education).

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Six members of the ACGD participated in the final vote. Four voted to approve the proposal, one voted to disapprove, and one abstained. One Comment related to disapproval was the number of similar programs. AUM response included that it already has students in the Special Education options in the Master's in Secondary Education, so essentially this is an elevation to full program status through the proposal process.

Accreditation: All teacher certification program options in the School of Education are currently accredited by the Council for the Accreditation of Educator Preparation (CAEP) formerly the National Council for Accreditation of Teacher Education, (NCATE). Therefore, the proposed program will maintain CAEP accreditation as well as Alabama State Department approval for all teacher certification programs.

Curriculum: Program Completion Requirements

I. Alternative Master of Education Options

Early Childhood Special Education Alternative Master of Education Option:

Credit hours required in major courses: 24

Credit hours required in support courses: 18

Credit hours in required or free electives: 03

Credit hours for thesis or dissertation: N/A

Additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.

All candidates must complete the Alabama Educator Certification Testing Program-Basic Skills before admittance to the program of study.

To graduate and to apply for the Alabama Professional Educator Certificate, a comprehensive examination as well as three PRAXIS II tests must be taken.

One 1-credit hour practicum and one 6-credit hour internship are also required.

Collaborative Teacher K-6 Alternative Master of Education Option:

Credit hours required in major courses: 24

Credit hours required in support courses: 18

Credit hours in required or free electives: 03

Credit hours for thesis or dissertation: N/A

Additional requirements same as in I. above.

Collaborative Teacher 6-12 Alternative Master of Education Option:

Credit hours required in major courses: 24

Credit hours required in support courses: 15

Credit hours in required or free electives: 06

Credit hours for thesis or dissertation: N/A

Additional requirements same as in I. above.

II. Traditional Master of Education Options

Early Childhood Special Education Traditional Master of Education Option:

Credit hours required in major courses: 21-24

Credit hours required in support courses: 15

Credit hours in required or free electives: 00

Credit hours for thesis or dissertation: N/A

Additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.

To graduate and to apply for the Alabama Professional Educator Certificate, a comprehensive examination as well as three PRAXIS II Tests must be taken. -

One 3-credit hour practicum is also required.

Collaborative Teacher K-6 Traditional Master of Education Option:

Credit hours required in major courses: 21-24
Credit hours required in support courses: 06
Credit hours in required or free electives: 0-9
Credit hours for thesis or dissertation: N/A
Additional requirements same as in II. above.

Collaborative Teacher 6-12 Traditional Master of Education Option:

Credit hours required in major courses: 21-24
Credit hours required in support courses: 15
Credit hours in required or free electives: 0-9
Credit hours for thesis or dissertation: N/A
Additional requirements same as in II. above.

Collaboration: AUM is not currently exploring program collaboration, however AUM is open to collaboration if other institutions are interested.

Distance Education: Complete distance education offerings for this program have not been considered. The nature of many Master level Special Education courses require permanent dynamic student/instructor interaction and discussion. However, this program will have some courses that may be delivered in a hybrid format, i.e., a combination of both online and face-to-face courses.

Admissions: Alternative A for all Options:

Admission Requirements – Alternative Master of Education

- Official transcripts of all college work, including a degree posted transcript from an accredited college or university or its equivalent.
- A minimum GPA of 2.5 on the transcript issued by the degree granting institution.
- Transcripts of all prerequisite coursework needed to meet State Department of Education requirements.
- Each option has its own particular prerequisites. If prerequisites are needed after an evaluation of official transcripts notification that these courses must be taken and an official transcript submitted prior to admission. For some programs, a passing score on the appropriate Praxis II.
- (Content Knowledge Test) may be used in lieu of prerequisite coursework.
- Satisfactory Miller Analogies Test score or Graduate Record Examination score that is no more than five years old. Official scores must be submitted from the testing agency.
- Pass all the subtests on the basic skills Alabama Educator Certification Testing Program (AECTP).
- Alabama Certification of Teachers Fingerprint Inquiry Clearance.

When AUM's Office of Graduate Studies has collected all relevant documents, a screening committee then considers the application materials. A formula that weighs the undergraduate academic average and a graduate entrance examination score is used by the screening committee and on the basis of the formula and other considerations itemized above, the committee recommends admission or denial to the program.

Traditional Masters for all Options:

Admission Requirements – Traditional Master of Education

- Official transcripts of all college work, including a degree posted transcript from an accredited college or university or its equivalent.
- A minimum GPA of 2.5 on the last 75 semester hours (100 quarter hours) of coursework that was counted toward a degree or certification.
- Satisfactory Miller Analogies Test score or Graduate Record Examination score that is no more than five years old. Official scores must be submitted from the testing agency.

- A valid, Alabama Teaching Certificate reflecting certification in the proposed graduate teaching field on the Class B level. Exceptions: Instructional Leadership, School Counseling, Reading Specialist, Collaborative Teaching – these areas allow Class B certification in some other area.
- An evaluation of effectiveness as a teacher as evidenced by a notarized EXP form or a final internship evaluation.
- Alabama Certification of Teachers Fingerprint Inquiry Clearance.

When AUM's Office of Graduate Studies has collected all relevant documents, a screening committee then considers the application materials. A formula that weighs the undergraduate academic average and a graduate entrance examination score is used by the screening committee and on the basis of the formula and other considerations itemized above, the committee recommends admission or denial to the program.

Need: Graduates with a Master of Education in Special Education can enter the job market as special education teachers, in their respective grade areas, in public or private P-12 schools. In addition to employment as a special education teacher, Early Childhood Special Education graduates will hold credentials to work as an Early Intervention Specialist or work in Day Care Centers. Graduates with special education degrees may also pursue jobs in: hospitals as liaisons between the hospital and the school system; residential facilities that serve individuals with severe/profound needs; teach P-12 students who are incarcerated; or work with social assistance agencies to provide educational services to P-12 students with special needs.

According to the most recent listing of Field of Study/Program Title on the ACHE inventory (current as of September 13, 2013), nine state university systems have Master level programs in Special Education. However, because all special education options currently available at AUM are considered areas of high need as identified by the United States Department of Education, Office of Postsecondary Education, and in the annually published document entitled Teacher Shortage Areas Nationwide Listing, AUM thus feels their proposed Master of Education in Special Education is warranted.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Nation	113,000	113,000	113,000	113,000	113,000	565,000
SREB	22,200	22,200	22,200	22,200	22,200	111,000
Alabama	680	680	680	680	680	3,400

Student Demand: The student demand was determined by enrollment in the Early Childhood Special Education, Collaborative Teacher K-6, and the Collaborative Teacher 6-12 existing options at AUM. Over the last 5 years, a total of 98 candidates have graduated from these options giving an average of 19.6 candidates per year.

Resources:

Faculty: No new faculty will be hired for this proposed program.

Current Primary Faculty—

- Full-time: 3
- Part-time: 2

Support Faculty—
Full-time: 9
Part-time: 1

Additional Faculty to Be Hired:

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

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

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

Fellowships and Assistantships: No assistantship/fellowship stipends will be provided.

Equipment: No additional equipment will be required for the proposed program.

Facilities: Current facilities are adequate and no renovations will be required.

Library: The holdings of the AUM Library were found to be adequate. Journal support appears to be adequate. Overall, the collection was found to be sufficient to support the Special Education program at the master's level.

Program Budget: The proposal projected that \$0 will be required for the program in the first five years, and that \$852,480 will be available over the same period through tuition and extramural funds.

Attachment 3

**Auburn University at Montgomery
 Master of Education in Special Education**

**SUGGESTED COURSE SEQUENCE FOR
 ALTERNATIVE MASTER OF EDUCATION
 EARLY CHILDHOOD SPECIAL EDUCATION**

Fall	Spring	Summer
ESPE 6100 Students with Special Needs	ECHE 6423 Developmental Processes	ESPE 6350 Collaboration/Consultation
FNDS 6213 Computer-Based Technologies	ESPE 6200 Critical Professional Components	ESPE 6400 Curr. For St. with Signific Needs
Fall	Spring	Summer
ESPE 6500 Study/Strategies for Students with Exceptionalities	ESPE 6300 Assessment of Students with Exceptionalities	ECHE 6433 Current Trends in Early Childhood Education
ESPE 6600 Working with Families of Students with Exceptionalities	ECHE 6403 Curriculum and Teaching Pre-School	ESPE 6040 Intro to ECSE
READ 6553 Diagnostic/Prescriptive Reading		
Fall	Spring	
FNDS 6170 Adv. Ed. Psychology	ESPE 6924 Internship	
ESPE Elective (if needed) ESPE 6800, ESPE 6700, ESPE 6902	ESPE 7982 Comprehensive Exam	
	EDUC 6914 Adv. Practicum in Ed.	

**SUGGESTED COURSE SEQUENCE FOR
 ALTERNATIVE MASTER OF EDUCATION
 COLLABORATIVE TEACHER (K-6)**

Fall	Spring	Summer
ESPE 6100 Students with Special Needs	ESPE 6200 Critical Professional Components	ESPE 6400 Curr. For St. with Signific Needs
FNDS 6213 Computer-Based Technologies	ELEM 6513 Curriculum & Teaching Language Arts	ELEM 6543 Curriculum & Teaching Science
Fall	Spring	Summer
ESPE 6500 Study/Strategies for Students with Exceptionalities	ESPE 6300 Assessment of Students with Exceptionalities	ESPE 6350 Collaboration/Consultation
ESPE 6600 Working with Families of Students with Exceptionalities	ESPE 6050 Behavior Management of Students w/Exceptionalities	ESPE Elective (if needed) ESPE 6800, ESPE 6700, ESPE 6902
	ELEM 6523 Curriculum & Teaching Social Studies	
Fall	Spring	
ELEM 6523 Curriculum & Teaching Math	ESPE 6924 Internship	
READ 6553 Diagnostic/Prescriptive Reading	ESPE 7982 Comprehensive Exam	
	EDUC 6914 Adv. Practicum in Ed.	

**SUGGESTED COURSE SEQUENCE FOR
 ALTERNATIVE MASTER OF EDUCATION
 COLLABORATIVE TEACHER (6-12)**

Fall	Spring	Summer
ESPE 6100 Students with Special Needs	ESPE 6200 Critical Professional Components	ESPE 6400 Curr. For St. with Signific Needs
FNDS 6213 Computer-Based Technologies	ESPE 6050 Behavior Management of Students w/Exceptionalities	SCED 6000 Principles of Teaching in Diverse Environments
Fall	Spring	Summer
ESPE 6500 Study/Strategies for Students with Exceptionalities	ESPE 6300 Assessment of Students with Exceptionalities	ESPE 6350 Collaboration/Consultation
ESPE 6600 Working with Families of Students with Exceptionalities	READ 6553 Diagnostic/Prescriptive Reading	ESPE Elective (if needed) ESPE 6800, ESPE 6700, ESPE 6902
	SCED 6050 Classroom Management and Teaching Middle & Sec Schools	
Fall	Spring	
SCED 6100, 6110, 6130, or 6140 Secondary Methods Content course	ESPE 6924 Internship	
ESPE Elective (if needed) ESPE 6800, ESPE 6700, ESPE 6902	ESPE 7982 Comprehensive Exam	
	EDUC 6914 Adv. Practicum in Ed.	

**SUGGESTED COURSE SEQUENCE FOR
 TRADITIONAL MASTER OF EDUCATION
 EARLY CHILDHOOD SPECIAL EDUCATION**

Fall	Spring	Summer
	FNDS 6213 Computer-Based Technologies	ECHE 6433 Current Trends in Early Childhood Education
	ESPE 6100 Students with Special Needs	ESPE 6040 Intro to ECSE
Fall	Spring	Summer
ESPE 6200 Critical Professional Components	ECHE 6403 Curriculum and Teaching Pre-School	ECHE 6423 Developmental Processes
ESPE 6400 Curr. For St. with Signific Needs	ESPE 6060 Adv. Study of Problems and Issues in ECSE	FNDS 6610 Research & Exp in Education
	ESPE 6300 Assessment of Students with Exceptionalities	
Fall	Spring	
ESPE 6500 Study/Strategies for Students with Exceptionalities	ESPE 6914 Practicum in ECSE	
ESPE 6600 Working with Families of Students with Exceptionalities	ESPE 7982 Comprehensive Exam	

**SUGGESTED COURSE SEQUENCE FOR
 TRADITIONAL MASTER OF EDUCATION
 COLLABORATIVE TEACHER (K-6)**

Fall	Spring	Summer
		ESPE 6100 Students with Special Needs
		FNDS 6213 Computer-Based Technologies
Fall	Spring	Summer
ESPE 6200 Critical Professional Components	ESPE 6300 Assessment of Students with Exceptionalities	ESPE 6350 Collaboration/Consultation
FNDS 6610 Research & Exp in Education	ESPE 6050 Behavior Management of Students w/Exceptionalities	ESPE 6400 Curr. For St. with Signific Needs
Fall	Spring	
ESPE 6500 Study/Strategies for Students with Exceptionalities	ESPE 6914 Practicum in Collaborative Teacher K-6	
ESPE 6600 Working with Families of Students with Exceptionalities	ESPE 7982 Comprehensive Exam	

**SUGGESTED COURSE SEQUENCE FOR
 TRADITIONAL MASTER OF EDUCATION
 COLLABORATIVE TEACHER (6-12)**

Fall	Spring	Summer
	ESPE 6100 Students with Special Needs	ESPE 6400 Curr. For St. with Signific Needs
	FNDS 6213 Computer-Based Technologies	SCED 6000 Principles of Teaching in Diverse Environments
Fall	Spring	Summer
ESPE 6200 Critical Professional Components	ESPE 6300 Assessment of Students with Exceptionalities	ESPE 6350 Collaboration/Consultation
ESPE 6050 Behavior Management of Students w/Exceptionalities	SCED 6050 Classroom Management and Teaching Middle & Sec Schools	FNDS 6610 Research & Exp in Education
Fall	Spring	
ESPE 6500 Study/Strategies for Students with Exceptionalities	ESPE 6914 Practicum in Collaborative Teacher 6-12	
ESPE 6600 Working with Families of Students with Exceptionalities	ESPE 7982 Comprehensive Exam	
	SCED 6100, 6110, 6130, or 6140 Secondary Methods Content course	

DECISION ITEM A-22: University of North Alabama, Master of Science in Family Studies (CIP 19.0704)

EXECUTIVE SUMMARY

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

Program Objective: The core objective of the Master of Science in Family Studies will be to teach students skills and competencies designed to enhance the quality of life within families and prepare these students to work as leaders in family and social service agencies. The program will be designed to focus on the family as a social unit in its developmental, dynamic, comparative, and structural aspects, and the significance of the family as a system that impacts individuals and society.

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

Mode of Delivery: This program will be offered via distance learning.

Similar Programs: The proposed program is requesting a CIP classification code that does not duplicate existing CIP classifications for any 4-year institutions in the state. Only one graduate program offered in the northern region of the state covers related content. However, this program focuses on Family and Consumer Science and does not address the focus of the proposed program and its learning outcomes. The program will be designed to focus on the family as a social unit in its developmental, dynamic, comparative, and structural aspects, and the significance of the family as a system that impacts individuals and society. In addition, none of the current graduate programs offered within the state that addresses family science is available online. The availability of such a program would provide the opportunity for graduate study to students who do not have access to existing campus programs. The proposed program is unique in its focus, CIP classification, and its mode of delivery.

Collaboration: Direct collaboration is not anticipated.

Resources: The proposal projected that \$396,000 in new funds will be required for the program in the first five years, and that \$636,880 will be available over the same period through tuition and extramural funds.

Public Review: The program was posted on the Commission website from March 27 until April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Minimum additional resources are required in order to offer this master's. There should be sufficient funds available for program sustainability and growth as described in the proposal.
2. There appears to be sufficient need and student demand to support the program.
3. There are a wide range of employment opportunities for graduates.

DECISION ITEM A-22: University of North Alabama, Master of Science in Family Studies (CIP 19.0704)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Family Studies (CIP 19.074) with the post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 6, based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of North Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The University of North Alabama program proposal, received February 20, 2014. Available upon request.

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

**Attachment 1
 NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION The University of North Alabama

PROGRAM Master of Science in Family Studies (CIP 19.0704)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$35,000	\$70,000	\$70,000	\$70,000	\$70,000	\$315,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT (N/A)	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS (& Fellowships)	\$9,000	\$18,000	\$18,000	\$18,000	\$18,000	\$81,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$44,000	\$88,000	\$88,000	\$88,000	\$88,000	\$396,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$175,000
EXTRAMURAL	\$0	\$0	\$0	\$10	\$0	\$0
REVENUE/REALLOCATION OF ASSISTANSHIP	\$9,000	\$18,000	\$18,000	\$18,000	\$18,000	\$81,000
TUITION	\$49,680	\$82,800	\$82,800	\$82,800	\$82,800	\$380,880
TOTAL	\$93,680	\$135,800	\$135,800	\$135,800	\$135,800	\$636,880

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	15	15	15	15	14
NEW ENROLLMENT HEADCOUNT	10	5	5	5	5	6 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	4	5	6	6	5

Attachment 2

Summary of Background Information

Master of Science in Family Studies
University of North Alabama

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

Description and Objectives: The core objective of the Master of Science program in Family Studies will be to teach students skills and competencies designed to enhance the quality of life within families and prepare these students to work as leaders in family and social service agencies. The program will be designed to focus on the family as a social unit in its developmental, dynamic, comparative, and structural aspects, and the significance of the family as a system that impacts individuals and society. Building on the undergraduate program in Sociology, the minor in Family Studies, and the Certified Family Life Educator Program (CFLE), it is anticipated that students completing the proposed M.S. degree in Family Studies will acquire the following:

- Skills and competencies designed to enhance the quality of life within families;
- Substantial knowledge of family related issues, family processes, policies, laws, services and the interrelationship of families and societies;
- A critical assessment of family structure at the microsociological and macrosociological levels with knowledge of the internal dynamics of the family and how this impacts family members as well as the larger society;
- An understanding of interpersonal relationships across the life span and the importance of such for the family unit;
- The knowledge to suggest resources for the management of the family, both financially and interpersonally;
- Recognition of the importance of family life education and know the resources available to support families; and
- Recognition of the impact and role of family law and public policy on the family unit.

Assessment: Program outcomes will be assessed using a variety of direct and indirect measures. A matrix that examines the learning outcomes for the M.S. in Family Studies and the course outcomes for all required courses has been developed.

Direct Measures of Assessment

- Practicum assessment—all students completing a practicum will be assessed via an instrument developed to measure specific skills, competencies, application of knowledge, and knowledge of resources. This assessment will be completed by both the practicum supervisor and the student.
- Thesis defense—successful defense of the Master's thesis in Family Studies will be used as a measure of competency within the field and as an assessment of each of the program's learning outcomes.
- Project completion—successful completion of the Master's project in Family Studies will be used as a measure of competency within the field and as an assessment of each of the program's learning outcomes.
- Course completion with a B or better.
- Completion of course assignments—assignment will be assessed according to a competency score determined by rubrics that will be developed in each course.

Indirect Measures of Assessment

Exit Survey—all students completing the program will be asked to rate their own sense of comfort and competency with each of the learning objectives and to determine the themes/topics that were frequently emphasized versus seldom emphasized by faculty.

Employment and/or job placement rates—an annual assessment of employment rates and/or graduate program placement will be carried out. Survey data will be collected at years 3 and 5 from employers of graduates and Ph.D. programs to determine former student success.

Administration: The program will be administered by the College of Arts and Sciences, Dean: Dr. Vagn Hansen Department Chairperson: Dr. Jerri H. Bullard (Department of Sociology and Family Studies).

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Seven members of the ACGD participated in the final vote. Six voted to approve the proposal and none voted to disapprove; one voted to abstain. The abstention was regarding a budget consideration which was subsequently addressed by UNA.

Accreditation: Not applicable.

Curriculum: The Master of Science in Family Studies Degree will require a minimum of 33 semester hours of credit, to include the following:

	Hours
Research Component	12 - 15
FS 600 – Research Methods in Family Studies (3)	
FS 601 – Applied Statistics in Family Studies (3)	
FS 602 – Family Theories (3)	
FS 695 – Thesis/Project (3 – 6)*	
FS 699 – Thesis/Project Defense (0)	
Application Component	9 - 12
FS 501 – Family Life Education (3)	
FS 604 – Families and Social Policy (3)	
FS 606 – Family Problems and Methods of Intervention (3)	
FS 599 – Practicum (3)*	
Family Studies Content Component.....	9
FS 510 – Family Diversity and Social Change (3)	
FS 543 – Social Psychology of Intimate Relationships (3)	
FS 605 – Contemporary Topics in Family Studies (3)	
Total.....	33

*Students who select the thesis option will complete 6 hours of FS 695. Students who select the non-thesis option will complete 3 hours of FS 695 and 3 hours of FS 599.

NON-THESIS OPTION: Students choosing the non-thesis option must complete 3 hours of FS 695 and complete a capstone project that is relevant to an applied issue or setting in family studies. Non-Thesis students must also complete 3 hours of FS 599 where students participate in field experiences designed to provide them with supervised practical application of family studies theory and research. During the term in which students are expected to complete all other program requirements, students must enroll in FS 699 and complete an oral defense of their project.

THESIS OPTION: Students choosing the thesis option must complete 6 hours of FS 695 where they will develop a research problem or question, review relevant literature, collect and analyze data, and compose and defend their research. During the term in which students are expected to complete all other program requirements, students must enroll in FS 699 and complete an oral defense of their thesis.

Collaboration: While direct collaboration is not anticipated, it is the policy of UNA to accept up to six hours of transfer credit, providing opportunities for students to complete a portion of their degree program at another institution.

Distance Education: This program will be offered via distance learning. The Department of Sociology and Family Studies has substantial experience in distance learning, currently offering the undergraduate major in Sociology, minor in Sociology, and minor in Family Studies entirely online as well as on campus.

Technology is an integral part of distance education at the University. Most online courses are provided via The ANGEL LMS system. This system is used to create a virtual learning environment through which course content is provided to the student.

Admissions: Specific Admission Requirements: Unconditional Admission

1. Test scores: submission of satisfactory scores prior to admission on either the Miller Analogies Test (MAT) or on the Graduate Record Examination (GRE); recommended minimum score of 388 on the MAT or a minimum GRE score of 146 on the Verbal and 140 on the Quantitative portions of the exam.
2. Scholastic achievement: minimum overall grade point average of 3.0 (4.0 scale) is recommended on undergraduate work.
3. Preparation: must hold a bachelor's degree or higher from an institution that meets the general admission requirements for graduate study at UNA.
4. International Credentials: candidates holding a bachelor's degree, a graduate degree or the equivalent from an institution outside the United States of America must submit a WES, ECE, or other approved international credential evaluation.
5. References: submit three (3) Recommendation for Admission forms that have been completed by the candidate's supervisors or instructors.
6. Employment and volunteer activities: submit a personal resumé that includes a record of employment and volunteer activities.
7. Candidate must be unconditionally admitted before taking course-work toward the Masters Degree in Family Studies.
8. For graduation, Family Studies candidates must complete a graduate thesis or a graduate project and practicum.

Need: The proposed program is requesting a CIP classification code that does not duplicate existing CIP classifications for any 4-year institutions in the state. Only one graduate program offered in the northern region of the state covers related content. However, this program focuses on Family and Consumer Science and does not address the focus of the proposed program and its learning outcomes. The program will be designed to focus on the family as a social unit in its developmental, dynamic, comparative, and structural aspects, and the significance of the family as a system that impacts individuals and society. In addition, none of the current graduate programs offered within the state that addresses family science is available online. The availability of such a program would provide the opportunity for graduate study to students who do not have access to existing campus programs. The proposed program is unique in its focus, CIP classification, and its mode of delivery.

The proposed program clearly addresses a societal need. With the changing family structure and population distribution in our society there will be a need for well-trained, knowledgeable, professionals who can fill roles designed to address the increasing age of our population and the diversity of family structures. It is anticipated that by 2030 one in five Americans will be over the age of 65. At present this group comprises approximately 13 percent of the total population. With the aging of our society there emerges a number of social issues related to the care of the elderly both within the family and in society at large.

A second trend that will increase the need for family studies professionals is the number of single parent births. At present, over 40 percent of all births are to single parents. Research has indicated that single parenthood presents a unique set of issues that can benefit from the assistance of those trained in the field. This program will provide professionals with the training and knowledge necessary to work in organizations that have these populations as a major focus.

UNA research on the employment market for graduates is presented in the following table.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Nation	94,104	103,352	113,866	125,253	137,778	574,353
SREB	27,272	29,999	32,999	36,299	39,928	166,497
Alabama	839	923	1,016	1,117	1,229	5,124

Student Demand: This program provides an additional option to students interested in employment in any field that addresses the effective functioning of the family. An interest survey was administered to all majors in Sociology at UNA and currently enrolled students in Sociology courses and related courses in Family Studies. A total of 168 responses were obtained to the seven-item questionnaire. The survey was created and data were collected through Qualtrics. A link to the survey was provided to all respondents via email. When asked how they would rate their interest in a graduate program (Master's) in Family Studies 77 respondents (46%) indicated that they were very interested in a graduate program in this area. An additional 29 percent (N=48) indicated that they were somewhat interested in a graduate program in Family Studies. This resulted in a total of 74% or 125 who expressed at least a moderate interest in the Master's in Family Studies degree at UNA.

A second survey was developed and administered through Qualtrics to former students who had graduated from the University of North Alabama with a major in Sociology. A total of 32 responses were obtained through a single request via email for assistance in completing the assessment. Of those responding, however, 66 percent indicated that a Masters in Family Studies degree would either significantly or to some degree improve their ability to perform the job they were currently in or impact their preparation for a future position.

Additional questions were asked regarding the extent to which a Master's degree in Family Studies would improve their prospects for career advancement and whether there was a program within a reasonable distance that offered courses at a reasonable time to allow for attendance. Ninety-five percent of those responding did not feel that there was a similar program available. The majority of respondents (77 percent) also indicated that a Masters in Family Studies degree would either significantly or somewhat improve their prospects for career advancement or promotion.

Resources:

Faculty: No new faculty will be hired for this proposed program.

Current Primary Faculty—

Full-time: 5
Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 2 (adjunct instructors available to teach undergraduate survey courses)

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: No additional support staff will be required.

Fellowships and Assistantships: The department has 5 graduate assistants. They receive \$15,000 to \$18,000 per year.

Equipment: The Department of Sociology and Family Studies currently has access and availability to the following equipment and technology deemed necessary to administer this program:

- 2 smart classrooms
- Sociology and Family Studies Computer Lab
- Faculty access to individual computer hardware and software

Facilities: The Department of Sociology and Family Studies is currently housed in Stevens Hall on the campus of the University of North Alabama. The facilities available for use by the Department include five faculty offices, one administrative assistant office, one general meeting/conference area, three student classrooms with a seating capacity of 45-50, and a computer laboratory with seating for 35.

Since the proposed program is online no additional facilities and/or renovations will be necessary at this time. As the program grows office space for additional faculty will be required.

Library: An assessment of library resources for the proposed Master of Science in Family Studies was done by Leigh Thompson, Assistant Professor and Librarian, Library Services. The assessment indicates that the libraries' current collection in the relevant areas is adequate to support advanced undergraduate course work.

Program Budget: The proposal projected that \$396,000 in new funds will be required for the program in the first five years, and that \$636,880 will be available over the same period through tuition and extramural funds.

Attachment 3

**University of North Alabama
 Master of Science in Family Studies**

Two Year Plan (NON-Thesis Students)

Fall – even numbered years (e.g., Fall 2014)	Spring – odd numbered years (e.g., Spring 2015)
FS 501 – Family Life Education FS 600 – Research Methods FS 602 – Family Theories	FS 543 – Intimate Relationships FS 601 – Applied Statistics FS 604 – Families/Social Policy
Hours: 9	Hours: 9
Fall – odd numbered years (e.g., Fall 2015)	Spring – even numbered years (e.g., Spring 2016)
FS 510 – Family Diversity FS 606 – Family Problems FS 695 – Thesis/Project	FS 605 – Contemporary Topics FS 599 – Practicum FS 699 – Thesis/Project Defense - 0
Hours: 9	Hours: 6

Two Year Plan (Thesis Students)

Fall – even numbered years (e.g., Fall 2014)	Spring – odd numbered years (e.g., Spring 2015)
FS 501 – Family Life Education FS 600 – Research Methods FS 602 – Family Theories	FS 543 – Intimate Relationships FS 601 – Applied Statistics FS 604 – Families/Social Policy
Hours: 9	Hours: 9
Fall – odd numbered years (e.g., Fall 2015)	Spring – even numbered years (e.g., Spring 2016)
FS 510 – Family Diversity FS 606 – Family Problems FS 695 – Thesis/Project	FS 605 – Contemporary Topics FS 695 – Thesis/Project FS 699 – Thesis/Project Defense - 0
Hours: 9	Hours: 6

PROGRAM OF STUDY*

COURSE	FALL 2014	SPRING 2015	SUM 2015	FALL 2015	SPRING 2016	SUM 2016
FS 501	X			X		
FS 510				X		
FS 543		X			X	
FS 600	X			X		
FS 601		X			X	
FS 602	X			X		
FS 604		X			X	
FS 605					X	
FS 606				X		
FS 599					X	
FS 695				X	X	
FS 699					X	

DECISION ITEM A-23: Auburn University at Montgomery, Bachelor of Science in Kinesiology (CIP 31.0505)

EXECUTIVE SUMMARY

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

Program Objective: The purpose of this proposal is to establish a Bachelor of Science in Kinesiology and move within this program four existing options from the Bachelor of Science in Secondary Education: Physical Education (P-12), Exercise Science, Sport Leadership, and Sport Management.

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

Mode of Delivery: According to the proposal, the institution currently uses multiple presentation modes to teach courses: traditional (face-to-face), hybrid, and online.

Similar Programs: Currently, Troy University and the University of West Alabama both have Bachelor of Science programs in Exercise Science located at CIP 31.0505.

Collaboration: No formal collaborative agreements have been made. Professionals in the department routinely collaborate with their colleagues at other institutions within the state and nation. Additionally collaboration is conducted with colleagues throughout the world in exercise science related areas.

Resources: No new funds will be required to support the proposed program in the first five years. A total of \$2,916,000 will be available through tuition.

Public Review: The program was posted on the Commission website from March 27 through April 17 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The School of Education at Auburn University Montgomery currently offers both teacher certification and non-teacher certification options. The teacher certification option is designed for individuals who wish to obtain teaching certification in physical education and teach in P-12 public or private schools in Alabama.

DECISION ITEM A-23: Auburn University at Montgomery, Bachelor of Science in Kinesiology (CIP 31.0505)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

The program will have options in: Physical Education (P-12 certification); Exercise Science (non-certification), Sport Leadership (non-certification), and Sport Management (non-certification). Consistent with Commission policy and operational definitions, these concentrations will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

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

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by June 13, 2016 or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 19, based on the proposal.
2. That the annual average number of graduates for the period 2014-15 through 2018-19 (five-year average) will be at least 15, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University at Montgomery (AUM) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2019.

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Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University at Montgomery program proposal, dated March 7, 2014. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Auburn University at Montgomery

PROGRAM Bachelor of Science in Kinesiology

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$583,200	\$583,200	\$583,200	\$583,200	\$583,200	\$2,916,000
TOTAL	\$583,200	\$583,200	\$583,200	\$583,200	\$583,200	\$2,916,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	76	76	76	76	76	76
NEW ENROLLMENT HEADCOUNT	19	19	19	19	19	19
DEGREE COMPLETION PROJECTIONS	15	15	15	15	15	15

Attachment 2

Summary of Background Information

Bachelor of Science in Kinesiology
Auburn University at Montgomery

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

Objectives: The purpose of this proposal is to establish a Bachelor of Science in Kinesiology and move within this program four existing options from the Bachelor of Science in Secondary Education: Physical Education (P-12), Exercise Science, Sport Leadership, and Sport Management.

The School of Education at AUM currently offers both teacher certification and non-teacher certification options. The teacher certification option is designed for individuals who wish to obtain teaching certification in physical education and teach in P-12 public or private schools in Alabama.

Physical Education (P-12) is a certification option. The non-certification options are for individuals who desire to obtain a degree in a related exercise/fitness area, but are not interested in a teaching credential. Non-certification options include Exercise Science, Sport Leadership, and Sport Management.

According to the proposal, upon completion of the option in Physical Education (P-12) (certification) candidates shall demonstrate knowledge of and ability to:

1. Understand physical education content and content from related disciplines essential to the development of a physically educated person.
2. Plan and implement a variety of developmentally appropriate instructional learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
3. Be physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the National Association of Sports and Physical Education (NASPE) K-12 standards.
4. Use effective communication and pedagogical skills and strategies to enhance active engagement in learning, self-motivation, and positive social interaction.
5. Utilize assessments and reflection to foster student learning and inform instructional decisions.
6. Demonstrate professional attributes essential to becoming effective professionals.

Upon completion of the option in Exercise Science (non-certification), candidates shall demonstrate knowledge of and ability to:

1. Demonstrate specialized skills for management, clinical education, assessment and exercise prescription for apparently healthy adults and diseased populations.
2. Demonstrate a sound foundational knowledge and understanding of the applied and basic sciences as they relate to physical activity.
3. Demonstrate basic laboratory skills pertaining to health and fitness assessment.
4. Perform screen and risk stratification of clients/patients.
5. Prepare individuals for exercise testing and training.
6. Perform a variety of clinical and basic exercise tests.
7. Interpret reports and research related to exercise testing.
8. Interpret intervention strategies and risk reduction activities.

9. Demonstrate the importance of physical activity and exercise on health and become an advocate for physically active lifestyles as a means to improve quality of life and reduce the risk and prevalence of lifestyle related disease.
10. Serve in leadership roles in the health/fitness industry.
11. Perform activities in an ethical, safe, and professional manner.
12. Establish policies and procedures and manage fiscal resources.
13. Interpret legal/professional documents as they relate to program design and administration.
14. Apply appropriate exercise counseling and behavioral strategies.
15. Conduct and interpret research.
16. Perform basic statistical operations.

Upon completion of the option in Sport Leadership (non-certification), candidates shall demonstrate knowledge of and ability to:

1. Work in a public administration environment related to physical activity and/or sport.
2. Coach and/or officiate a variety of sports.
3. Establish ethical principles and safety standards.
4. Demonstrate appropriate leadership styles and appropriate customer service when working with the public.
5. Understand the history and function of sport and recreation management.
6. Manage a program regarding budgeting, personnel management, and facility management.
7. Organize and lead a fund raising event.
8. Be familiar with sport and recreation law.
9. Work with youth and adults with special needs.
10. Have appropriate first aid and safety skills including CPR training.
11. Demonstrate a variety of athletic performance skills.
12. Be familiar with basic physiology including anatomy and physiology.
12. Utilize various sport psychology techniques.
13. Be familiar with biomechanics and functional movement skills.
14. Lead a program and have excellent program development skills.

Upon completion of the option in Sport Management (non-certification), candidates shall demonstrate knowledge of:

1. The interrelationships among sports, culture, and society, including:
 - a. The historical relationship between sports and education.
 - b. The role and function of sports in contemporary society.
 - c. The socio-cultural factors that influence participation in sports.
 - d. Local, state, and national professional and regulatory organizations.
2. Organization and administration of sports programs, including:
 - a. Program development, operation, and assessment.
 - b. Leadership styles and their impact on the management process.
 - c. Personnel management and development of human resources.
 - d. Accounting, budgeting, marketing, and fundraising.
3. Facilities management, including planning, construction, use, and maintenance of indoor and outdoor sports, physical education, and recreational facilities.
4. Sports marketing, public relations, and media.

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5. Sports law and risk management, including:
 - a. Legal structures and terminology.
 - b. Tort liability and negligence.
 - c. Personal and school board liability.
 - d. Documentation of injuries, circumstances, and care.

6. Issues in sports, including:
 - a. Gender equity.
 - b. Title IX of the Educational Amendments of 1972 to the Civil Rights Act of 1965.
 - c. Drug use and abuse.
 - d. Diversity.

7. Ethics in sport management.

8. Health and safety in sports programs, including:
 - a. Adaptive physical activities, nutrition, and exercise.
 - b. Certification in first aid, cardiopulmonary resuscitation (CPR) for the adult and child, and automated external defibrillator (AED) for the adult and child.

Upon completion of the option in Sport Management, candidates shall demonstrate the ability to:

1. Work collaboratively and effectively with students, parents, teachers, administrators, athletic staff, community members, and others to establish and reach program goals.
2. Use a variety of problem solving-techniques and decision-making skills to solve problems.
3. Use effective and appropriate written and oral communications.
4. Model appropriate behavior for students, parents, teachers, administrators, athletic staff, community members, and others.
5. Develop and administer policies that promote safety and equity.
6. Make decisions based on the legal and ethical principles.
7. Manage staff, budgets, and facilities effectively.
8. Develop and produce materials for diverse purposes (promotional, informational, media news releases). Plan, organize, staff, market, and implement an athletic event.

Administration: The program will be administered by Dr. Shelia Austin, School of Education, dean, and the Department of Physical Education and Exercise Science, Dr. Henry Williford, chairman.

Accreditation: According to information in the proposal, Physical Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), and the Alabama State Department of Education. Exercise Science will seek future accreditation through the American College of Sport Medicine. Currently, there is no accreditation body for Sport Leadership. Sport Management will in the future seek accreditation through the Commission on Sport Management Accreditation (COSMA).

Curriculum: Since the options are existing, there will be no need to add any new or additional coursework.

Program Completion Requirements:

Physical Education (P-12) (Certification)

Credit hours required in major: 79

Credit hours required in minor (if applicable): N/A

Credit hours in institutional general education or core curriculum: 41

Credit hours in required or free electives: 17

Total credit hours required for completion: 137 hrs

Exercise Science (Non-Certification)

Credit hours required in major: 65 Credit hours required in minor
Credit hours in institutional general education or core curriculum: 41
Credit hours in required or free electives: 28
Total credit hours required for completion: 134 hrs

Sport Leadership (Non-Certification)

Credit hours required in major: 69
Credit hours required in minor (if applicable): N/A
Credit hours in institutional general education or core curriculum: 41
Credit hours in required or free electives: 17
Total credit hours required for completion: 127 hrs

Sport Management (Non-Certification)

Credit hours required in major: 55
Credit hours required in minor (if applicable): N/A
Credit hours in institutional general education or core curriculum: 41
Credit hours in required or free electives: 30-31
Total credit hours required for completion: 126-127 hrs

Collaboration: No formal collaborative agreements have been made. Professionals in the department routinely collaborate with their colleagues at other institutions within the state and nation. Additionally collaboration is conducted with colleagues throughout the world in exercise science related areas.

Distance Education: According to the proposal, the institution currently uses multiple presentation modes to teach courses: traditional (face-to-face), hybrid, and online.

Admissions: The general university admission requirements are: Minimum GPA of 2.3 or higher; and minimum composite ACT score of 18 or SAT score of 860 (excluding the writing portion).

Need: According to AUM officials, the Physical Education certification option and all non-certification Physical Education options, i.e., Exercise Science, Sport Leadership, and Sport Management, are required in this area to support the demands of today's market in Physical Education and sport-related fields.

Responses during the NISP phase of proposal development were generally supportive of the program request. It appeared to be clear to reviewers that AUM is simply attempting to take the existing options of Physical Education (P-12), Exercise Science, Sport Leadership, and Sport Management currently under Secondary Education and elevate them to a more appropriate degree program of Kinesiology.

Student Demand: A survey of student interest was not conducted. Enrollment projections were based on enrollment in the existing Physical Education (P-12), Exercise Science, Sport Leadership, and Sport Management options at AUM. Over the last 5 years, a total of 105 candidates have graduated from these options for an average of 21 candidates per year.

Faculty:

Current Primary Faculty—

Full-time: 8

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Faculty: Additionally, the department currently has an administrative assistant, student workers, and graduate assistants that provide valuable support. The university also has a number of support related personnel to assist with grant writing, student instruction, etc. Therefore, no new support staff will be needed for the proposed program.

Equipment: The department has appropriate equipment and resources including a Human Performance Laboratory with approximately one million dollars in equipment that can be used to measure a number of variables including body composition, cardiovascular fitness, muscle strength, muscle endurance, and flexibility. The equipment can be used for teaching, research, and service. There is sufficient equipment for all programs including mats, balls, and various types of exercise equipment. All of the programs share the appropriate equipment and resources. In addition, the equipment in the Wellness Center is used in each of the program options.

According to AUM officials, the technology provided to its faculty in the Wellness Center is state-of-the-art. In the School of Education, technology funds are used to purchase specialized software and necessary subscriptions as well as to maintain updated equipment for faculty. The AUM ITS department maintains five computer labs equipped with the latest technologies to support students who wish to work on campus. Since all classrooms used for teaching in the Wellness Center are equipped with state-of-the-art technology; no additional equipment will be required.

Facilities: The Department of Physical Education and Exercise Science is housed in the new Wellness Center at AUM. The center is a 73,500-square-foot, twenty million dollar, state-of-the-art facility and provides the following: classrooms with advanced technology; offices; conference room; rock climbing wall; aquatic center; running track; multi-purpose basketball; badminton; volleyball, and pickle ball courts; two fully equipped human performance labs with research and testing equipment; aerobic and strength training room; and a spinning room. No renovations or additions are required for this program.

Library: The current library collection for supporting the Kinesiology program options was assessed by AUM's library. It has been determined that holdings of the AUM Library were found to be adequate in comparison with the comparator group for the Kinesiology program options. Journal support appears to be adequate. Overall, the collection was found to be sufficient to support the Kinesiology program options at the bachelor's level.

Program Budget: No new funds will be required to support the proposed program in the first five years. A total of \$2,916,000 will be available through tuition.

Attachment 3
Curriculum
Auburn University Montgomery
BS in Kinesiology

**COURSE SELECTION FOR A B.S. IN KINESIOLOGY
 WITH A CONCENTRATION IN PHYSICAL EDUCATION**

FALL TERM	SPRING TERM	SUMMER TERM
Year 1		
ENGL 1010 English Comp. I*	ENGL 1020 English Comp. II*	Area IV Core Elective*
3	3	3
BIOL 1010/1011 Prin. Biol. I/Lab*	Area IV Core Elective*	PHED Activity Course
4	3	2
MATH Elective*	PHED 2010 Fnds. of Health & PE**	5
3	4	
Fine Arts Elective*	Natural Science Elective - Core*	
3	4	
PHED 2203 Wellness	PHED Activity Course	
3	2	
16	16	
Year 2		
HIST or ENGL Core Sequence*	HIST or ENGL Core Sequence*	PHED 4003 Physiology of Exercise
3	3	3
BIOL 2100/2101 Anatomy & Physiology I	COMM 1010 Communication*	FNDS 2140 Psy Fnds of Education
4	3	3
PHED 2003 Theory & Tech. of Teach. Sport	FNDS 2120 Child & Adol. Growth	6
3	3	
FNDS 2010 Social Foundation of Ed**	PHED Theory & Techniques Course	
4	3	
SCED 1000 Intro to Computer Literacy	PHED 1113 Swimming or Activity Course	
1	2	
	FNDS 4703 Educational Technology	
15	17	
Year 3		
HIST or ENGL Lit Core as needed*	PHED 3053 Teaching Gym/Dan/Aerob/Wt	
3	3	
PHED 3043 Teaching BB/Bsd/VB/Tennis	PHED 4043 Kinesiology	
3	3	
PHED Theory & Techniques Course	PHED 4050 Motor Development	
3	3	
PHED 2130 Health & PE in Elem. School	PHED 4363 Emergency Medical Care	
3	3	
PHED 4160 Adapted Programs in P.E.**	Area II or Area IV Core Course as needed *	
4	3	
	PHED Activity Course	
16	17	
Year 4		
PHED 4030 Methods of Teaching PE	EDUC 4914 Practicum in Education	
3	1	
PHED 4250 Nutrition for the Phy. Activ**	PHED 4924 Professional Internship	
4	9	
PHED 4383 Fundamentals of Athletic Training	PHED 4982 Comprehensive Exam	
3	0	
PHED 4800 Psychology of Coaching	PHED 4183 Measurement and Eval. in PE	
3	3	
PHED Theory & Techniques Course		
3	13	
16		
Minimum Total Hours 120		137 Total Hours

* University Core Course - (Areas I, II, III, and IV): you must complete the requirement in each area.

** Writing Intensive Course Requirements - Students must take writing intensive courses in addition to English Composition I and II. At least two of the Writing Intensive courses must be in your major discipline.

**COURSE SELECTION FOR A B.S. IN KINESIOLOGY
 WITH A CONCENTRATION IN EXERCISE SCIENCE**

FALL TERM	SPRING TERM	SUMMER TERM
Year 1		
ENGL 1010 English Comp. I*	ENGL 1020 English Comp. II*	PHED Activity Course
3	3	2
BIOL 1010/1011 Prin. Biol. I/Lab*	Area IV Core Elective*	6
4	3	
MATH 1120 Pre-Calculus Algebra	CHEM 1100/1101 Gen. Chemistry I	
3	4	
Fine Arts Elective*	BIOL 1020/1021 Prin. Biol.II/Lab	
3	4	
PHED 2203 Wellness	CSCI 1000 Survey of Computer Applications	
3	3	
16	17	
Year 2		
HIST or ENGL Core Sequence*	HIST or ENGL Core Sequence*	PHED 4003 Physiology of Exercise OR
3	3	3
Area IV Core Elective*	COMM 1010 Communication*	Exercise Science Elective
3	3	3
BIOL 2100/2101 Anatomy & Physiology I*	BIOL 2110/2111 Anatomy & Physiology II*	PHYS 2100/2101 General Physics
4	4	4
PHED 2010 Fnds. of Health & PE**	PHED 4363 Emergency Medical Care	(Prerequisite MATH 1610) OR
4	3	4
MATH 2670 Elem. Statistics	PHED 1113 Swimming or Activity Class	PSCI 1100/1101 Intro to Physical Science
3	2	7
17	15	
Year 3		
HIST or ENGL Lit Core as needed*	PHED 4043 Kinesiology	
3	3	
BIOL 2000 General Nutrition	PHED 4044 Biomechanics	
3	3	
PHED 4153 Exercise Prescription	PHED 4193 Measure. & Eval. in Ex. Science	
3	3	
CHEM 1200/1201 Gen. Chemistry II	PHED 4010 Cardiac Rehab	
4	3	
PHED 4003 Physiology of Exercise OR	Area II or Area IV Core Course as needed *	
3	3	
Exercise Science Elective		
16	15	
Year 4		
PHED 4250 Nutrition for the Phy. Activ**	PHED 4230 Scientific Basis of Exercise	
4	3	
PHED 4383 Fundamentals of Athletic Training	PHED 4922 Internship in Ex. Science	
3	9	
Exercise Science Elective		
3	12	
PHED 4944 Professional Leadership OR		
3		
PHED 4972 Problems and Issues		
4		
PHED 4160 Adapted Physical Education		
4		
17		
Minimum Total Hours 120		134 Total Hours

* University Core Course - (Areas I, II, III, and IV): you must complete the requirement in each area.

** Writing Intensive Course Requirements - Students must take writing intensive courses in addition to English Composition I and II. At least two of the Writing Intensive courses must be in your major discipline.

**COURSE SELECTION FOR A.B.S. IN KINESIOLOGY
 WITH A CONCENTRATION IN SPORT LEADERSHIP**

FALL TERM		SPRING TERM		SUMMER TERM	
Year 1					
ENGL 1010 English Comp. I*	3	ENGL 1020 English Comp. II*	3		
BIOL 1010/1011 Prin. Biol. I/Lab*	4	Area IV Core Elective – ECON 2010*	3		
MATH Elective*	3	COMM 1010 Communication*	3		
Fine Arts Elective*	3	PHED 2010 Fnds. of Health & PE**	4		
PHED 2203 Wellness	3	PHED 4363 Emergency Medical Care	3		
	16		16		
Year 2					
HIST or ENGL Core Sequence*	3	HIST or ENGL Core Sequence*	3	PHED 4003 Physiology of Exercise	3
BIOL 2100/2101 Anatomy & Physiology	4	PHED 1113 Swimming or Activity Course	2	PHED 4200 Org. & Adm. of PE	3
PHED 2003 Theory & Tech. of Tch Sport	3	Natural Science Core*	4		6
Area IV Core Elective*	3	PHED 4183 Measure & Eval. in PE	3		
SCED 1000 Intro to Computer Literacy	1	PHED Activity	2		
	14		14		
Year 3					
HIST or ENGL Lit Core as needed*	3	PHED 4043 Kinesiology	3	PHED 4310 Ethics in Sport**	4
PHED 4250 Nutrition for the Phy. Activ**	4	PHED 4360 Sport Finance	3	PHED 4270 Sociology of Sport	3
PHED 4330 Sport Marketing	3	Area II or Area IV Core Course as needed *	3		7
PHED 4160 Adapted Programs in P.E.**	4	PHED Activity	2		
PHED 4380 Sport Leadership	3	PHED Elective	3		
	17		14		
Year 4					
PHED 4340 Risk Mgt. & Legal Issues	3	PHED 4934 Professional Internship	6		
PHED 4383 Fundamentals of Athletic Training	3	PHED 4982 Comprehensive Exam	0		
PHED 4800 Psychology of Coaching	3		6		
PHED Activity	2				
PHED Elective	3				
PHED Elective	3				
	17				
				127 Total Hours	
		Minimum Total Hours	120		

* University Core Course - (Areas I, II, III, and IV): you must complete the requirement in each area.

** Writing Intensive Course Requirements - Students must take writing intensive courses in addition to English Composition I and II. At least two of the Writing Intensive courses must be in your major discipline.

**COURSE SELECTION FOR A.B.S. IN KINESIOLOGY
 WITH A CONCENTRATION IN SPORT MANAGEMENT**

FALL TERM		SPRING TERM		SUMMER TERM	
Year 1					
ENGL 1010 English Comp. I*	3	ENGL 1020 English Comp. II*	3	PHED 4270 Sociology of Sport	3
BIOL 1010/1011 Prin. Biol. I/Lab*	4	Area IV Core Elective – ECON 2010*	3		
MATH Elective*	3	PHED 2010 Fnds. of Health & PE**	4		
Fine Arts Elective*	3	PHED Activity Course	2		
PHED 2203 Wellness	3	SCED 1000 Intro to Computer Literacy	1		
	16	COMM 1010 Communication*	3		
			16		
Year 2					
HIST or ENGL Core Sequence*	3	HIST or ENGL Core Sequence*	3	PHED 4200 Org. & Adm. of PE	3
Area IV Core Elective* ECON 2020	3	PHED 1113 Swimming or Activity Course	2		
BIOL 2100/2101 Anatomy & Physiology	4	PHED 4350 Sport Planning & Facility Cons	3		
PHED 4330 Sport Marketing	3	Business Elective	3		
PHED 2003 Theory & Tech. of Tch Sport	3	Business Elective	3		
	16		14		
Year 3					
HIST or ENGL Lit Core as needed*	3	PHED 4360 Sport Finance	3	PHED 4310 Ethics in Sport**	4
Natural Science Core*	4	PHED 4363 Emergency Medical Care	3		
PHED 4380 Sport Leadership	3	PHED 4370 Sport Sales & Promotion	3		
PHED Elective	2-3	Business Elective	3		
Business Elective	3	Area II or Area IV Core Course as needed *	3		
	15-16		15		
Year 4					
Business Elective	3	PHED Theory & Techniques Course	3		
Business Elective	3	PHED 4934 Professional Internship	6		
PHED 4340 Risk Mgt. & Legal Issues	3		9		
PHED 4800 Psychology of Coaching	3				
PHED Theory & Techniques Course	3				
	15				
				126-127 Total hours	
		Minimum Total Hours	120		

* University Core Course - (Areas I, II, III, and IV): you must complete the requirement in each area.

** Writing Intensive Course Requirements - Students must take writing intensive courses in addition to English Composition I and II. At least two of the Writing Intensive courses must be in your major discipline.

DECISION ITEM B-1: Athens State University, Change of Instructional Role to Include Master's Level

EXECUTIVE SUMMARY

Reason for Action:

Code of Alabama, Section 16-5-10 - The Alabama Commission on Higher Education (ACHE) has been given statutory authority in the following areas:

- To establish definitions of a junior college, a community college, a technical college or institute, a senior college, a university and university system; provided, that nothing herein shall be construed as authorizing the commission to establish or create any university system, nor to alter any university system presently existing.
- To develop and publish criteria which may be used by the Legislature as a basis for changing the classification of any public institution of higher education.
- To cause studies to be made for the purpose of classifying and prescribing the role and scope for each public institution of higher education in Alabama and to recommend such changes in classification or role and scope for such institutions as it deems necessary and which may be agreed to by the governing board of the said institution. In making studies and recommendations for the purpose of classifying and prescribing the role and scope of institutions, the commission shall do so without regard for race and traditional role of the institution, provided, however, that in the absence of compelling reasons to the contrary the commission shall give priority to institutions having seniority in years of operation in the service area.
- To hear applications from the institutions for changes in classification or role and scope and to recommend to the Legislature for clarification such classifications in role or scope which may not be agreed to by the governing board of any institution.

Public Review: Athens request for a role expansion to include the Masters level was posted on the ACHE public forum, May 6, 2014 through May 27, 2014; no comments were received through the public forum website. ACHE did receive letters from President Robert A. Altenkirch, President The University of Alabama in Huntsville (attachment 3) and President Hugine, Alabama A & M University (attachment 4). Both institutions' presidents did not support an Athens role change to the Masters level.

Background Information:

Statute - Act No. 2012-497, relating to Athens State University states:

(b) The overriding mission of the university, unique in Alabama higher education, is to be a university serving the upper division needs of transfer students.

(d) Resulting from and inherent in the mission of the university are a number of ongoing goals that the board, from time to time, may affirm on the basis of recommendations of the president of the university; however, the mission of the university, unique in Alabama higher education, shall remain limited to serving the upper division needs of transfer students. The university shall only offer strategic graduate programs approved by Alabama Commission on Higher Education with the intent to avoid duplication of programs by other state universities and colleges.

ACHE Statute - Code of Alabama, 16-5-8 relating to ACHE states:

(b) The commission shall seek through the use of advisory committees to study needless duplication of education, research, or service programs and programs which are not adequately provided in the state, and shall make findings and recommendations to the institutions, the Governor, and the Legislature that would strengthen the total program of higher education in the state.

Athens Context - Athens was recognized as a public institution in June, 1975. Athens was granted statutory authority to form its own Board of Trustees and did so on September 12, 2012. Prior to 2012, Athens operated under the Authority of the State Board of Education.

Athens currently offers Bachelor's degrees in 29 degree granting programs. In the fall 2013, Athens had enrolled 1,350 full-time and 1,825 part-time students. All the students were undergraduate transfer enrollees. Athens graduated 907 students during the 2112-13 academic year. The most frequent recent completers by major are Elementary Education and Teaching, Business Administration and Management, General, and Accounting.

Other Institutions' Views - Other institutions have expressed opposition to Athens having an instructional role change to the Master's level. Specifically, in a letter to ACHE (March 5, 2014; attachment 3) the University of Alabama in Huntsville (UAH) President Robert Altenkirch stated, "...we would urge ACHE not to approve Athens State University's Request for an Expansion of Institutional Role to a Higher Degree Level." Additionally, UAH President Altenkirch stated in a subsequent letter to ACHE "We believe that Athens State's proposal is a direct and needless duplication of educational programs at UAH and Alabama A & M and should be declined..." (May 5, 2014; letter mailed under separate cover). The President of Alabama A & M, Andrew Hugine stated that, "Therefore, Alabama A & M University (AAMU) does not support and encourages the commission to deny the formal request for an expansion of Institutional Instructional Role to a Higher Education Level (Masters)." (April 11, 2014; attachment 4).

Athens Request: On October 18, 2013 it was recommended that the Athens State University Board of Trustees authorize the President of the University to complete the appropriate proposal to seek an expansion of institutional instructional role to higher degree level from ACHE. The Board indicated that there was no fiscal consideration regarding implementing this request. The rationale for submitting the request was that the University must seek and be approved for an expansion of institutional instructional role to higher degree level from ACHE before the Commission will review any graduate level program proposal.

The November 25, 2013 letter from Athens State University President Glenn to ACHE (attachment 1) formalized the request "to request an Expansion of Institutional Instructional Role to a Higher Degree Level for Athens State University. This request is for Athens State University to offer master's level programs. Our strategic and preliminary assessments indicate that master's level programs in the fields of Logistics and Religious Studies are needed and will address identified needs. These programs do not duplicate any programs currently offered by other Alabama institutions. A complete needs analysis and enrollment projections will be included in the full new graduate program proposals that will follow approval by the Commission for Athens State to expand our instructional role." Athens also sent a correspondence to ACHE "Request for Expansion of Institutional Instructional Role" (attachment 2, dated November 26, 2013) further detailing Athens readiness to expand, rationale, and educational goals.

Similar Requests: There is no precedence for an upper level baccalaureate degree granting institution to be granted permission by ACHE to offer Master's degrees.

Instructional Affairs Committee Meeting: On April 21, 2014, the Instructional Affairs Committee met to discuss Athens State University's request for a role change to the Master's level. By a 3-2 margin, the Committee voted to not approve a recommendation to the full Commission that Athens be granted a change of instructional level to include Master's degree. As a result of the discussion, the Instructional Affairs Committee directed ACHE staff to summarize all the relevant information and develop a recommendation for full Commission consideration at its June 13, 2014 meeting.

Collaboration: Athens State University reports that it currently collaborates with the University of North Alabama (UNA) in providing an off-campus instructional site and library resources for some

of the face-to-face program components for UNA's MBA program (approved by ACHE June 2012) and the M.A.Ed, in Elementary Education program (approved by ACHE March 2013). In addition to ACHE approval, this collaboration was also been reviewed and approved as a substantive change for UNA by the Southern Association of Colleges and Schools Commission on Colleges. Athens State has indicated that it had conversations with both Alabama A&M University and the University of Alabama in Huntsville related to collaborative efforts for developing and offering strategic graduate programs. However, these discussions have yet to be developed into partnerships.

Resources: Athens State University President Robert Glenn has communicated publically to the Instructional Affairs Committee at the Committee's meeting, that the University does not expect to request or receive any additional state appropriations due to the expansion of the University's instructional role and the establishment of master's level graduate programs.

Factors for Consideration:

1. Recent statute concerning Athens State University.
2. Instructional Affairs Committee meeting discussion and vote.
3. Priority to institutions having seniority in years of operation in the service area in classifying and prescribing the role and scope of institutions.
4. Guidelines for Instructional Role.
5. Responses from other institutions.

Rationale for Staff Recommendation:

1. The overriding mission of the university, unique in Alabama higher education, is to be a university serving the upper division needs of transfer students. Statute (Act No. 2012-497, SB 499).
2. State Statute (Act No. 2012-497) provided that Athens State University, (The university) "...shall only offer strategic graduate programs [emphasis added by ACHE] approved by Alabama Commission On Higher Education with the intent to avoid duplication by other state universities and colleges." There is no provision for an instructional role change or the creation of a new Masters' degree granting institution. Additionally, the partnership with UNA and potential partnerships with other existing graduate colleges (A & M and UAH) challenges any consideration of creating another graduate level institution in the area.
3. ACHE's Guidelines for Instructional Role 2010-2015 provides an opportunity for Athens to offer Masters' program(s) through development of a "unique" offering that complements the provision in law that "strategic graduate programs" may be considered by the Commission. The key is interpretation of "unique" and "strategic" as applied to regional and/or state need. The change in an "instructional role" does not meet either possible interpretation of the terms or their implementation. Currently there are three public universities offering Masters' level programs in north Alabama (within 50 miles of Athens).
4. Although no additional funds have been requested and Athens officials indicate no additional cost will be incurred, there are specific increases that will occur: weighting for funding of graduate programs under the ACHE standard calculation, increase cost for credentialed faculty eligible to teach at the Masters' level, increase in equipment and materials (per program) to meet advanced requirements, costs associated with marketing, level of outreach, and possible accreditation requirements. Given an abrupt instructional level change under the state's present economic environment may challenge the university's resources. However, the controlled and gradual introduction of Masters' program(s) to be considered under law and policy may provide support and relief in a more opportune environment.
5. There is no compelling research to support the creation of another graduate level institution in the area.

6. Consideration of the position of the other graduate level institutions in the immediate area that are opposed to another graduate level institution.

DECISION ITEM B-1: Athens State University, Change of Instructional Role to Include Master's Level

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

Staff Recommendation: That the Commission not approve Athens request for a change in instructional role to include the Masters level. However, based upon law and ACHE policy, Athens may submit individual Masters program(s) for Staff review and Commission consideration.

Supporting Documentation:

1. Summary of Background Information, included with decision item document.
2. Complete code of Alabama 16-5-8 and 16-5-10 Available upon request. [Portions included in Reason for Action and Background sections.]
3. ACHE Guidelines for Instructional Role Change. Available upon request.
4. Athens Current Instructional Role Matrix. Available upon request.
4. April 21, 2014 Instructional Affairs Committee Meeting minutes. Available upon request.
5. Commission Agenda Item September 12, 2012, (Information item D) - - Athens State University Establishment of a Separate Board of Trustees. Available upon request. Available upon request.
6. Athens State University, Board of Trustees Recommendation for Action, October 18, 2014, Available upon request.
7. Athens State University – November 18, 2013 letter to the Southern Association of Colleges and Schools (SACSCOC) regarding Athens' intent for a substantive policy change, from a level II to a level III degree granting institution. Available on request.
8. Athens State University – November 25, 2013 Request to ACHE "Request for Expansion of Institutional Instructional Role" sent to ACHE Executive Director, Dr. Fitch, attachment 1.
9. Athens State University – November 26, 2013 Request to ACHE "Request for Expansion of Institutional Instructional Role", attachment 2.
10. Athens April 24, 2014 response to ACHE request for statement from Athens regarding collaboration with

other Alabama institutions related to the Athens' Change of instructional role request, and regarding resources projected that will be required for a potential change of instructional level, and what sources will be available. Communication from Dr. Ronald R. Crowell Athens Provost and Vice President for Academic Affairs to ACHE. Available on request.

11. March 10, 2014 letter from Robert A. Altenkirch, President The University of Alabama in Huntsville to ACHE Director of Instruction and Special Projects, Dr. Leonard Lock, [attachment 3](#).
12. April 11, 2014 letter from President Hugine, Alabama A & M University to ACHE Executive Director Dr. Gregory Fitch. [attachment 4](#).
13. April 1, 2014 letter from Robert K. Glenn, President Athens State University to Commission Chairperson Jeff Coleman. Mailed under separate cover.
14. April 11, 2014 letter from University of North Alabama, President Cale to Sydney G. Raine, Chair ACHE Instructional Affairs Committee. Mailed under separate cover.
15. May 5, 2014 letter from Robert A. Altenkirch, President The University of Alabama in Huntsville to ACHE Executive Director Dr. Gregory Fitch. Mailed under separate cover.
16. Statute (Act No. 2012-497, SB 499). Available on request.
17. Report and Recommendation on State Acquisition of Athens College, Alabama Commission On Higher Education historical document. Available on request.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2014

Attachment 1

Athens State University – November 25, 2013 Request to ACHE “Request for Expansion of Institutional Instructional Role” sent to ACHE Executive Director, Dr. Fitch



ATHENS STATE
UNIVERSITY

Robert K. Glenn
President
Tel: 256-233-8201
Bob.Glenn@athens.edu

November 25, 2013

Dr. Gregory Fitch
Executive Director
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, AL 36130-2000

Dear Dr. Fitch:

This letter is to request an Expansion of Institutional Instructional Role to a Higher Degree Level for Athens State University. This request is for Athens State University to offer master's level programs. Our strategic and preliminary assessments indicate that master's level programs in the fields of Logistics and Religious Studies are needed and will address identified needs. These programs do not duplicate any programs currently offered by other Alabama institutions. A complete needs analysis and enrollment projections will be included in the full new graduate program proposals that will follow approval by the Commission for Athens State to expand our instructional role.

Enclosed is a narrative addressing the University's readiness to add a higher degree level, the rationale for the expansion, and the relationship of the requested expansion to state documented needs, educational goals and priorities, and other criteria as specified in the Alabama Commission on Higher Education's "Guidelines for Instruction Role 2010-15".

Also enclosed is the Recommendation for Action approved by our University Board of Trustees that supports the move to graduate level education and our Board of Trustees membership roster. I have also included a copy of the letter to the Southern Association of Colleges and Schools Commission on Colleges indicating our intent to submit a substantive change prospectus for a level change.



Athens State University 300 N. Beaty Street Athens, Alabama 35611

Attachment 2
Athens State University – November 26, 2013 Request to ACHE “Request for Expansion of Institutional Instructional Role”



ATHENS STATE UNIVERSITY

Request for the Expansion of Institutional Instructional Role to a Higher Degree Level

Agreement with Request and Athens State's Description in State Statutes

As specified in the Code of Alabama, Title 16, section 47A-3 paragraph (a) (**emphasis added**):

*Athens State University shall provide, maintain, and operate public higher education programs and facilities dedicated to the preparation of students. The university shall provide educational services for the greater community including **advanced education for mature students**, private citizens, and service men and women, in a manner that does not violate or cause a violation of Title VI of the Civil Rights Act of 1964 or the United States Constitution.*

In addition, paragraph (d) of 16-47A-3 states:

*Resulting from and inherent in the mission of the university are a number of ongoing goals that the board, from time to time, may affirm on the basis of recommendations of the president of the university; however, the mission of the university, unique in Alabama higher education, shall remain limited to serving the upper division needs of transfer students. The university shall only offer **strategic graduate programs** approved by Alabama Commission on Higher Education with the intent to avoid duplication of programs by other state universities and colleges.*

It is therefore the position of Athens State University that the addition of strategic graduate programs, which avoid duplication of programs offered by other state universities and colleges, and which serve to enhance the institution's commitment to adult learners, are within the role and description of the institution as specified in State of Alabama statutes.

Institutional Readiness to Expand to a Higher Instructional Level

Athens State University is one of the few remaining upper-division only institutions in the nation (only four remain including Athens State). All of the other upper-division institutions have strategic business plans that have led or will lead them to expand into four-year institutions, and/or to add graduate programs. While Athens State does not intend to expand into a four-year institution, the overwhelming consensus of all stakeholders is that expansion into strategic graduate programs makes good business sense and will serve the workforce needs of the north Alabama region well.

Athens State University has received positive affirmation of its readiness to continue its mission from a variety of sources and external reviews in recent years. These positive reviews support our request to expand our instructional level and provide evidence of our readiness to make this move.

The institution's accreditation was reaffirmed through the intensive review by the Southern Association of College and Schools Commission on Colleges (SACSCOC) in 2011, providing a complete review of the institution's ongoing vigor in academic, financial, and physical resources, and of the institution's



integrity in academic and student support programs and services. In addition, the institution has been reviewed and approved by SACSCOC for two substantive changes in the past two years, one related to the institution's change in governance and the other related to the institution's joint (with Calhoun Community College) new instructional site at The Alabama Center for the Arts. The Athens State University Library was also recently assessed as part of a substantive change review by SACSCOC and judged to be well-positioned to support graduate classes being offered on the Athens State campus as part of a cooperative arrangement with the University of North Alabama MBA program.

The University's Colleges of Business and Education both remain accredited by national program accrediting agencies (ACBSP and NCATE or CAEP, respectively), and have received positive feedback in all mid-review status reports.

The institution has always received clean financial audits from the State of Alabama which continue to demonstrate the institution's ongoing financial health and stability. In addition, Athens State University has increased its private fundraising efforts, and recently reached the 90% mark towards its initial fundraising campaign goal well ahead of schedule.

In response to the growing needs of the community, Athens State recently completed construction of a 40,000 square foot state-of-the-art Fine Arts facility, The Alabama Center for the Arts. This is the result of a partnership with Calhoun Community College and the City of Decatur to provide instructional space and improve student and community access to academic programs and culturally-rich events. The Alabama Center for the Arts provides fine arts and studio arts classrooms, computer graphic arts labs, conference rooms, offices and a gallery.

In the last few years, Athens State finished renovations to Waters Hall Science building and established excellent laboratory facilities for students and programs in science and computer science, including a new program in information and cyber security. An office building was renovated to update faculty/staff offices and provide an additional instructional computer lab. The new lab includes smart boards and appropriate teacher education software, supporting hands-on instruction for teacher education students preparing to enter the classrooms of the future. Currently, McCandless Hall is in the final stages of renovation to increase available classroom space and a renovated performance auditorium, with completion expected in Spring 2014.

The University continues to expand its number of full-time faculty members possessing terminal degrees. Currently, there are 84 full-time instructional faculty (plus three open faculty searches), an increase of 32% from 65 in 2003. Of the full-time faculty in Fall 2013, 75% hold terminal degrees (an increase from 71% in 2011); these faculty support the institution's readiness to expand its instructional role. In the last five years, there has been a marked effort to increase professional development opportunities and scholarly productivity of faculty members. The Faculty Tenure and Promotion policies include criteria to measure ongoing professional development and scholarly activities as well as teaching proficiency and service to the institution.

Rationale for the Expansion to a Higher Instructional Level

Athens State University has pursued partnerships with other institutions and entities to facilitate providing quality education to the citizens of Alabama. The University has recently partnered with the



University of North Alabama, which now offers courses for its graduate MBA and MAED programs on the Athens State campus. Athens State University will continue to cultivate these kinds of partnerships to avoid competition with other state institutions. However, the University has institutional and programmatic strengths that place the institution in a strong position to offer unique and strategic graduate programs to the region and state.

Athens State University Alumni have consistently requested that the institution offer graduate programs, noting that the University (then Athens College) offered graduate programs until 1969. The Alumni Board and Foundation Board are supportive of moving forward with graduate programs. On Oct. 18, 2013, the Board of Trustees passed a resolution supporting a full effort to seek expansion of the University's instructional role so as to pursue the addition of graduate programs.

In accordance with state statutes and with the support of the previously mentioned Boards (including the Board of Trustees), the University is considering the proposal of programs at the master's level that do not duplicate others offered at any other Alabama public institutions. Programs under consideration at this time include Religious Studies and Logistics/Supply Chain Management (Logistics).

Athens State University has had an undergraduate Religion program for over one hundred years and it has served the region and state well. Only one other public institution in Alabama offers a baccalaureate degree program in religious studies, and no public institutions in the state offer graduate programs in religious studies. The master's program in Religious Studies would provide advanced educational opportunities to an underserved population in the state.

According to May 2012 statistics from the Bureau of Labor Statistics (BLS), Alabama has the second highest concentration of jobs in the logistics field in the nation, and the Huntsville area has the highest regional location quotient in the state (14.45), indicating a high prevalence of jobs in this occupation in the region. According to the BLS, the Huntsville metropolitan area location quotient is second highest in the nation, just behind Warner Robins, Georgia.

The proposed graduate program in Logistics will build on Athens State's strong baccalaureate Logistics program to meet the current workforce demands in the north Alabama region. Athens State University added the undergraduate program in Logistics four years ago in response to Defense Base Closure and Realignment Commission (BRAC) initiatives and regional needs. It has become the fastest growing major at the institution. In Fall 2009, when the program began, the enrollment was 9; in Fall 2013, the enrollment is 119. There are currently no public Alabama institutions offering graduate programs in this area.

Relationship of the Requested Expansion to State Documented Needs, Educational Goals, and Priorities

In "Forging Strategic Alliance: State Plan for Alabama Higher Education 2009-2014," the Commission establishes that it will provide access and increased educational attainment to the citizens of the state. From the beginning of the institution, Athens State University has provided access to higher education to students who often found that access challenging. The University's typical student is an adult student who is working and has a family; very often the student is female. What attracts this type of student to Athens State University is the lower tuition, the flexibility in delivery modes that includes evening, weekend and on-line courses, and the commitment of the faculty to meet the needs of these students.



The University contends that continuing to serve this kind of student through select graduate programs is in line with the Commission's strategic thinking.

In addition, Priority 5 of the ACHE plan sets the goal of a comprehensive workforce development plan for Alabama. The University believes that the program in Logistics will clearly assist with the goal of developing a flexible, workforce education system that addresses occupational skills needed in industry sectors likely to grow in Alabama.

The University also contends that a comprehensive workforce in the state requires attention to values and the full development of the person and family. A Religious Studies program at the graduate level will assist in that goal by providing students an opportunity to complete a graduate program that studies the human need for reflection, creates an environment to develop a deep awareness of the various religions, and provides an opportunity for in-depth review of the core tenets of religion in human history and in individuals.

The mission of the Alabama Commission on Higher Education includes the provision to "provide reasonable access to quality collegiate and university education for the citizens of Alabama." In keeping with ACHE's mission, Athens State University seeks to expand its instructional role to provide increased access for students, particularly adult learners, to quality educational opportunities in fields that are underserved in the State of Alabama's public system of higher education. The University's strategic strengths of lower tuition and flexible delivery modes will encourage citizens of the state to enroll in graduate programs at Athens State, reducing the migration of Alabama citizens receiving graduate studies to non-profit and for-profit out-of-state institutions. Furthermore, as the programs being considered are in accordance with state statutes and do not duplicate programs offered by other Alabama institutions, the expansion of Athens State University's instructional role corresponds with the state's priorities related to the wise stewardship of state resources.

Attachment 3
March 10, 2014 letter from Robert A. Altenkirch,
President The University of Alabama in Huntsville

to ACHE Director of Instruction and Special Projects, Dr. Leonard Lock



Office of the President

March 10, 2014

Dr. Leonard Lock
Director of Instruction & Special Projects
Alabama Commission on Higher Education
100 North Union Street
Montgomery, AL 36104-3758

Dear Dr. Lock:

Athens State University has a long and unique history in Alabama higher education. The mission of the institution historically has been to serve the upper division needs of transfer students of the Alabama Community College System. Recently Athens State University has submitted a Request for an Expansion of Institutional Instructional Role to a Higher Degree Level to ACHE to add new units of instruction at the master's degree level. We believe this instructional level change would be in conflict with Athens State University's historical and stated mission, the institution's by-laws, with state law, and would ultimately lead to duplication of programmatic offerings at The University of Alabama in Huntsville, which is only twenty-one miles from the Athens State University campus in Athens, Alabama, and potentially at other institutions as well. For these reasons, outlined in detail below, we would urge ACHE not to approve Athens State University's Request for an Expansion of Institutional Instructional Role to a Higher Degree Level.

Athens State University's request raises concerns regarding the proliferation of academic programs in the state. The addition of master's level programs increases the risk of duplication of programs and coursework among Alabama's higher education institutions. Today, twelve of Alabama's thirteen universities offer master's degree programs in various geographic locations across the state. This includes three universities that are within easy commuting travel to Athens State University (Alabama A&M University, the University of North Alabama, and The University of Alabama in Huntsville.)

Graduate programs are associated with higher costs, and the creation of additional master's level programs in Alabama would further dilute resources for higher education institutions across the entire state. This concern is exacerbated by the recent history of higher education's diminishing share of Alabama's Education Trust Fund. Since 2008, the state of Alabama has reduced public funding for higher education by more than \$556 million, or 28 percent. The share of higher education's Alabama Education Trust Fund budget has declined from 28.8 percent in 2008 to 25.0 percent in 2014.

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president@uah.edu

Attachment 3
March 10, 2014 letter from Robert A. Altenkirch,
President The University of Alabama in Huntsville
to ACHE Director of Instruction and Special Projects, Dr. Leonard Lock (continued)

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Meanwhile, Athens State University is pursuing a future that presents apparent conflicts within the institution and the state of Alabama (see enclosed).

Conflict with stated mission

"Athens State acknowledges a commitment to primarily serve transfer students of the Alabama Community College System."
(*Athens State University Board of Trustees Information Booklet*)

Conflict with historical mission

Athens State University was accepted as a public institution by the Alabama State Board of Education in 1975 to serve the graduates from Alabama's junior and community and technical colleges. "As the only institution in the state of Alabama offering upper division educational services, Athens State University continues to enjoy the important and unique position that it has always occupied within the community..." <http://www.athens.edu/about/history.php>

Conflict with institution's by-laws

"Athens State University acknowledges a commitment to primarily serve transfer students of the Alabama Community College System ..."
<http://www.athens.edu/board/pdfs/By-Laws-2012.pdf>

Conflict with state law

AL Code Section 16-47A-3 (b) The overriding mission of the university, unique in Alabama higher education, is to be a university serving the upper division needs of transfer students.

AL Code Section 16-47A-3 (d)... the mission of the university, unique in Alabama higher education, shall remain limited to serving the upper division needs of transfer students. The university shall only offer **strategic graduate programs** approved by Alabama Commission on Higher Education with the intent to avoid duplication of programs by other state universities and colleges.

When Section 16-47A-3 of the Alabama Code was signed into law, which removed Athens State University from under the jurisdiction of the State Board of Education and established the Athens State University Board of Trustees effective October 1, 2012, the President of Athens State University said of the governance change:

"This change in governance will give us the opportunity to more effectively follow our mission as a university," stated Athens State President Bob Glenn. "We will still maintain a close connection with Alabama's community colleges, but now we will be afforded the freedom to progress under policies and procedures that more closely relate to the baccalaureate institution we are."
(<http://www.athens.edu/board/history.php>)

Attachment 3
March 10, 2014 letter from Robert A. Altenkirch,
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Athens State University itself did not interpret its change in governance to impact its instructional role. It may offer "strategic graduate programs" without an expansion of instructional role in a single discipline, which would be consistent with state law, as discussed in more detail below.

Duplication of programs

Athens State University in a letter to Dr. Gregory Fitch of ACHE requesting an Expansion of Institutional Instructional Role to a Higher Degree Level, stated that:

"Our strategic and preliminary assessments indicate that master's level programs in the fields of Logistics and Religious Studies are needed and will address identified needs. These programs do not duplicate any programs currently offered by other Alabama institutions."

This statement is not accurate. UAH offers the Master of Business Administration (MBA) with a nine-hour concentration in logistics and supply chain management. In addition, UAH offers an eighteen-hour graduate certificate in supply chain management, a subset of which may be used to satisfy requirements for the MBA. The certificate program is offered at night to accommodate working professionals. Additionally, UAH has an alliance with the Defense Acquisition University and the Army Logistics University such that twelve hours of course work completed at these universities by members of the Defense Acquisition, Technology and Logistics workforce can be transferred to UAH toward the MBA degree. The proposed Athens State University graduate program would duplicate instructional offerings at UAH, as stated above a campus only twenty-one miles from the campus of Athens State University in Athens, Alabama, that prepare graduates to join the acquisition, logistics, and supply chain management workforce.

While a master's program in logistics at Athens State University would duplicate instructional programming at UAH, and other public universities in Alabama who offer logistics and supply chain management through the MBA degree, a master's degree in Religious Studies, as proposed by Athens State University, would not be duplicative as there are no public universities in Alabama that offer such a program. According to ACHE's Guidelines for Instructional Role for 2010-15, an institution may be approved by ACHE to offer a higher degree program in a single discipline without an approved expansion of institutional instructional role, for which there is precedence. We would fully support Athens State University offering a master's degree in religious studies as a single discipline higher degree program, which would indeed be strategic and in keeping with its historical jurisdiction under the Tennessee Conference of the Methodist Church in 1842 and later the North Alabama Conference of the Methodist Church in 1870.

Attachment 3
March 10, 2014 letter from Robert A. Altenkirch,
President The University of Alabama in Huntsville
to ACHE Director of Instruction and Special Projects, Dr. Leonard Lock (continued)

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As stated above, Athens State University is a baccalaureate institution that “continues to enjoy the important and unique position that it has always occupied within the community.” We would encourage the Commission to support that unique position, with the exception of the single discipline higher degree program mentioned above, and not dilute it with the addition of graduate programs that, in all likelihood, will duplicate, at least in part, offerings at other universities in North Alabama, universities that provide easy access to graduate programs through online programming, night classes, and other accommodating instructional modes.

We appreciate your service to the Alabama Commission on Higher Education. Your responsibility for maintaining and enhancing the academic offerings of higher education in the state of Alabama carries a great responsibility. Your consideration of our position on this matter is greatly appreciated.

Sincerely,



Robert A. Altenkirch
President

Attachment 4
April 11, 2014 letter from President Hugine, Alabama A & M University
to ACHE Executive Director, Dr. Gregory Fitch



Office of the President
P. O. Box 1357
Normal, Alabama 35762
(256) 372-5230 Office
(256) 372-5244 Fax
www.aamu.edu

April 11, 2014

Dr. Gregory Fitch
Executive Director, ACHE
100 North Union Street
Montgomery, AL 36104-3758

Dear Dr. Fitch:

This correspondence comes to advise you of concern raised by selected members of the Board of Trustees of Alabama A&M University, influential alumni and constituents, and myself, regarding the proposal being considered by the commission to expand Athens State University's instructional role and approved degree offerings to the Masters level. Members of the university community expressing concerns perceive this proposal to be an effort that will result in graduate program duplication in the Huntsville region, and a departure from the institution's mission and by-laws. Therefore, Alabama A&M University (AAMU) does not support and encourages the commission to deny the formal request for an expansion of Institutional Instructional role to a Higher Education Level (Masters).

While the AAMU community supports the current mission of Athens State University which is to serve upper division transfer students, and also offer selected and strategic graduate programs which are not duplicates of other offerings in the region, we see the expanded role as problematic given that the request is inherently duplicative and potentially competitive. For example, Athens State's expansion proposal includes a request for degree offerings at the Master's Level in Religious Studies and Logistics, and indicates that these are not duplicated programs at other area state universities. While this may be true regarding Religious Studies, it is not factual relative to Logistics as AAMU offers the Master of Business Administration with a concentration in Logistics and Supply Chain Management. Thus, we support the proposal to offer Religious Studies in accord with Athens State's mission to offer strategic graduate programs that are non-duplications with offerings at other Alabama Universities in the region, however we strongly oppose the proposal to offer Logistics at the Masters level, and given the intent of duplication and programmatic offerings expansion, we strongly oppose the request to expand the institutional role.

Attachment 4
April 11, 2014 letter from President Hugine, Alabama A & M University
to ACHE Executive Director, Dr. Gregory Fitch (continued)

While it is not our intent to stymie the progress, growth and/or expansion of academic offerings by any of our neighbors in the region, this request presents a major concern given that a proposal was developed and submitted to the commission for a duplicate program and expansion of role regarding academic offerings in difference to the university's stated mission without any communication regarding potential partnerships or collaborations, with neighboring state institutions. AAMU would enthusiastically welcome the opportunity to partner and collaboratively work with Athens State offer additional and/or new graduate degrees in the region. Again, we support and encourage you to approve the Religious Studies degree offering at the Master's level, however we oppose the change in mission and expanded role, as well as the proposed Master's in Logistics. We realize you have a very difficult governance responsibility, and we sincerely appreciate your service to Alabama's institutions of higher learning. Any and all consideration of this request will be greatly appreciated, and I am available for additional communication as deemed necessary.

Sincerely,



Andrew Hugine, Jr., Ph.D.
President

cc: Daniel Wims, Ph.D., Provost and Vice President for Academic Affairs
Vann Newkirk, Ph.D., Associate Vice-President for Academic Affairs/Dean of the
Graduate School

DECISION ITEM C-1: University of Alabama at Birmingham, Addition of a Concentration in Occupational Safety to the Existing BS in Management (CIP 52.0201)

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

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

Background: The University of Alabama at Birmingham (UAB) has the B.S. in Management (CIP 52.0201) in the Commission's Academic Program Inventory. UAB has proposed the addition of a concentration in Occupational Safety to the existing program.

The program with the concentration will require a total of 120 semester hours (sh):

General Education	41 sh
Program Core	60 sh
Option	12 sh
General Electives	7 sh
Total	120 sh

Courses in the program core include: Introduction to Business, Calculus II, Principles of Accounting I and II, Marketing, Information Technology, Quantitative Methods 1 and 2, Operations Management, Legal Environment of Business, and Business Communication.

Courses in the concentration are: Occupational Health and Safety Management Systems, Hazard Identification and Risk Management, Error Management and Incident Investigations, and Regulation Management and Global Safety.

The concentration is an expanding field that provides interested students with skills for a career in fields that addresses the safety, health and welfare of people engaged in work or employment.

Budgetary Impact: Budgetary impact will be approximately \$16,000 of one-time development funds and approximately \$20,000 per year to pay instructors.

Consistent with Commission policy and operational definitions, the concentration will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

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

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2014

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-2: University of Alabama at Birmingham, Addition of a Concentration in Mathematical Economics to the Existing BS in Economics (CIP 52.0601)

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

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

Background: University of Alabama at Birmingham (UAB) has the B.S. in Economics at CIP 52.0601 in the Commission's Academic Program Inventory. UAB has proposed the addition of a concentration in Mathematical Economics to the existing program.

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

General Education	42 sh
Program Core	49 sh
Option	31 sh
Total	122 sh

Courses in the program core include: Introduction to Business, Calculus II, Principles of Accounting I and II, Marketing, Information Technology, Financial Management, Information Systems, Operations Management, Legal Environment of Business, and Business Communication, as well as a Capstone.

Courses in the concentration are: econometrics as well as several upper level (300+ level) economics and up to two of the concentration's electives selected from upper level mathematics courses such as Financial Mathematics.

The concentration allows students to achieve the necessary mathematical foundations for further studies in economics. (This is different from pairing one of the current economic tracks with a mathematics minor – which would require a significant amount of course overloads.)

Budgetary Impact: None.

Consistent with Commission policy and operational definitions, the concentration will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-3: Alabama State University, Addition of an Option in Coaching-Non Certification to the Existing BS in Physical Education (CIP 13.1314)

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

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

Background: Alabama State University (ASU) has the B.S.in Physical Education at CIP 13.1314 in the Commission's Academic Program Inventory. ASU has proposed the addition of an option in Coaching-Non Certification to the existing program.

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

General Education	44 sh
Program Core	37 sh
Option	41 sh
Total	122 sh

Courses in the program core include: a variety of physical education activity courses, as well as instruction in kinesiology, anatomy and physiology, motor learning and development, physiology of exercise, adapted physical education, and health and nutrition.

Courses in the option are: Prevention and Care of Athletic Injuries, Principles of Coaching, Psychological Aspects of Sports, Coaching Specific Sports, Professional Preparation and Internship.

The option is needed because there is an extremely strong student demand for coaching non-certification physical education opportunities. There are opportunities for graduates in such areas as high school and collegiate athletics, youth sports, park management, and recreation management.

Budgetary Impact: None.

Consistent with Commission policy and operational definitions, the option will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

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

Supporting Document

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-4: Alabama State University, Addition of an Option in Collaborative Education [K-12] Non-Certification to the Existing BS in Special Education, (CIP 13.1001)

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

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

Background: Alabama State University (ASU) currently has the B.S. in Special Education at (CIP 13.1001) in the Commission's Academic Program Inventory. ASU has proposed the addition of an option in Collaborative Education [K-12] Non-Certification to the existing program.

The program with the option will require a total of 124 semester hours (sh):

General Education	58 sh
Program Core	57 sh
Option	9 sh
Total	124 sh

Courses in the program core include: Foundations of Education, Instructional Technology, Psychology of Learning, Diverse Students in Inclusive Schools, Assessment and Instructional Strategies, Mild Cognitive Disabilities, Assistive Technologies and Resources, the IEP Process, Students with Disturbing Behaviors, and Sensory Communication Disorders.

Courses in the option are selected from each of the three groups: sociology/psychology, reading methods/classroom management, and childhood literature/measurement and evaluation in education.

The rationale for this collaborative education non-certification option is in response to student needs. As the nation moves forward providing more opportunities for students with exceptionalities, this program will be poised to prepare individuals to respond to this need.

Budgetary Impact: No budgetary impact is anticipated due to offering this non-certification option.

Consistent with Commission policy and operational definitions, the option will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

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

Supporting Documentation:

1. Reasonable Extensions and Alterations of Existing Units and Programs of Instruction,” Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. “Definitions Recognized by the Commission,” Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-5: Alabama State University, Addition of an Option in Elementary Education-Non Certification to the Existing BS in Elementary Education (CIP 13.1202)

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

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

Background: Alabama State University (ASU) has the B.S. in Elementary Education at CIP 13.1202 in the Commission's Academic Program Inventory. ASU has proposed the addition of an option in Elementary Education (non-certification) to the existing program.

The program with the option will require a total of 121 semester hours (sh):

General Education	58 sh
Program Core	51 sh
Option	12 sh
Total	121 sh

Courses in the program core include: Foundations of Education, Instructional Technology, Psychology of Learning, Diverse Students in Inclusive Schools, Measurement and Evaluation in Education, Child Growth and Development, Classroom Management, and several specific content areas for teaching early childhood education.

Courses in the option are: sociology, psychology, reading methods, and early childhood. The specific courses for these 12 credits are determined by the advisor.

The rationale for this option is in response to student needs and the fact that more parents are returning to work, so the demand for childcare jobs continues to grow. Graduates may also seek career options such as residential life counselor, child advocate or instructor/director at a child development center.

Budgetary Impact: No budgetary impact is anticipated due to offering this non-certification option.

Consistent with Commission policy and operational definitions, the option will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

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

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Friday, June 13, 2014

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-6: University of Alabama, Addition of an Option in Analytics and Statistics to the Existing MS in Applied Statistics (CIP 27.0502)

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

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

Background: The University of Alabama (UA) currently has the Master of Science Degree in Applied Statistics listed at CIP 27.0502 in the Commission's Academic Program Inventory. The program was approved in the mid-1970s, and had a change to its current CIP Code by the Commission in September 2005.

UA proposes to alter the Masters of Science in Applied Statistics to streamline the degree and to address growing demand for graduates with strong analytical skills. The current degree program includes five (5) tracks: Traditional, Quality and Six Sigma, Data Mining, Actuarial Science, and Biostatistics. The proposed degree requirements replace these tracks with two (2) options: Analytics and Statistics.

The Analytics option will require a total of 30 semester hours (sh):

Program Core	18 sh
Option	12 sh
Total	30 sh

Courses in the program core include: Statistical Methods, Mathematical Statistics I, Mathematical Statistics II, Applied Regression Analysis, Applied Multivariate Analysis, and an approved elective.

Courses in the Analytics option are: Statistical Data Management, Advanced Data Management, Introduction to Data Mining, and Advanced Data Mining.

The Statistics option will require a total of 30 semester hours (sh):

Program Core	18 sh
Option	12 sh
Total	30 sh

Courses in the program core include: Statistical Methods, Mathematical Statistics I, Mathematical Statistics II, Applied Regression Analysis, Applied Multivariate Analysis, and an approved elective.

Courses in the Statistics option are: Applied Design of Experiments, two approved Statistics electives; and one additional elective that may be from outside of Statistics.

Budgetary Impact: No significant budgetary impact is expected.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-7: University of Alabama, Addition of a Track in Decision Analytics to the Existing MS in Operations Management (CIP 52.1301)

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

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

Background: The University of Alabama (UA) has the MS in Operations Management at CIP 52.1301 in the Commission's Academic Program Inventory. UA has proposed the addition of a track in Decision Analytics to the existing program.

The program with the track will require a total of 30 semester hours (sh):

Program Core	18 sh
Option/Track	12 sh
Total	30 sh

Courses in the program core include: Management Science and Spreadsheet Modeling, Systems Simulation, Statistical Methods, and a Capstone Project. The student also selects two electives from Supply Chain Modeling and Analysis, Operations Scheduling, and Inventory Management.

Courses in the track are: Statistical Data Management, Introduction to Data Mining, Advanced Data Mining, and an elective of either Advanced Statistical Data Management or Data Warehousing.

This track will help address the growing need for students with Business analytics skills. This will allow students access to business and non-profit organizational opportunities which seek to leverage big data for better decision-making.

Budgetary Impact: No significant budgetary impact is expected.

Consistent with Commission policy and operational definitions, the track will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

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

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2014

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-8: Alabama State University, Addition of an Option in Early Childhood Education [P-3], Non-Certification to the Existing BS in Early Childhood Education (CIP 13.1210)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Alabama State University (ASU) currently has the BS in Early Childhood Education listed at CIP 13.1210 in the Commission's Academic Program Inventory. ASU has proposed the addition of an option in Early Childhood Education [P-3], Non-Certification to the existing program.

The program with the proposed option will require a total of 121 semester hours (sh):

General Education	58 sh
Program Core	45 sh
Option	18 sh
Total	121 sh

The program core includes the following courses: Foundations of Education; Instructional Technology for Educators; Psychology of Learning; and Diverse Students in Inclusive Schools.

The proposed option will have a total of six courses and will be determined by an academic advisor. Those courses include: Sociology, Psychology, Reading Methods, Classroom Management; Children's Literature, and Methods of Teaching Art N-6 or Music Methods for N-6 Teachers.

Budgetary Impact: There will be no additional costs associated with the proposed option.

Consistent with Commission policy and operational definitions, the option will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.

3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-9: The University of Alabama at Birmingham, Restructuring and Renaming within the School of Nursing

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the restructuring and renaming within the School of Nursing.

Background: The University of Alabama at Birmingham (UAB) plans to restructure and rename the School of Nursing. The change has been approved by the University of Alabama Board of Trustees. The School of Nursing currently includes three academic departments and is seeking to restructure the departments by eliminating one. The remaining two departments will be named: the Department of Acute, Chronic and Continuing Care, and the Department of Family, Community and Health Systems.

According to UAB, the departmental restructuring and renaming is a more effective and efficient organization of faculty and resources that reflects nursing's future in contemporary health care environments.

According to the Commission's operational definitions, administrative changes creating units more prominent than a department (such as divisions, schools, or colleges) require Commission approval.

Supporting Documentation:

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

DECISION ITEM C-10: The University of Alabama, Addition of a Concentration in Educational Neuroscience to the Existing PhD in Educational Psychology (CIP 42.2806)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: The University of Alabama (UA) currently has the Doctor of Philosophy in Educational Psychology at CIP 42.2806 in the Academic Program Inventory. UA proposes the addition of a concentration in Educational Neuroscience to the existing program.

The PhD program with the proposed concentration will require 79 semester hours (sh), as listed below:

Program Core	16 sh
Program Major	51 sh
Proposed Concentration	12 sh
Total	79 sh

The program core includes courses in: Advanced Educational Psychology; Child Development; Doctoral Pro-Seminar; and Education and the Brain.

Courses in the proposed concentration include: Intro to Educational Neuroscience; Cognitive Neuroscience and Education; Neurology; Cognitive Neuroscience; and Readings and Research in Cognitive Neurosciences

- **Budgetary Impact:** No additional funding will be needed to implement the proposed concentration.

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

Supporting Documentation:

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

DECISION ITEM C-11: The Auburn University at Montgomery, Reorganization of the School of Business

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the reorganization of the School of Business.

Background: Auburn University at Montgomery (AUM) plans to consolidate the number of academic departments within the AUM School of Business from a total of five to three. Additionally, AUM plans to change the name of the School of Business to the College of Business. The change has been approved by the Auburn University Board of Trustees. The new structure will be composed of three departments, each with a department chair and administrative support person. Other administrative personnel will be reassigned to focus on student services, and other department chairs will return fully to the faculty. These departments will be:

- The Department of Accounting (standing alone as part of the AACBS accreditation standard because accounting is deemed a profession inside of business education).
- The Department of Economics, Finance and Marketing (as data and quantitative skills become increasingly important, AUM believes this is a thoughtful and logical combination that will lead to new programmatic offerings).
- The Department of Information Systems and Management (AUM believes information systems are tools for managers and this combination will encourage emphasis on data driven decision making).

According to the Commission's operational definitions, administrative changes creating units more prominent than a department (such as divisions, schools, or colleges) require Commission approval.

Supporting Documentation:

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

DECISION ITEM C-12: The University of Alabama, Establishment of the University of Alabama Cyber Institute

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the establishment of the Cyber Institute.

Background: The University of Alabama (UA) plans to establish the University of Alabama Cyber Institute. The institute has been approved by the University of Alabama Board of Trustees.

According to UA, the Cyber Institute will serve as an umbrella organization that will facilitate and foster:

- Developing research programs at the graduate and undergraduate level;
- Cross leveraging existing programs on campus related to cyber and cyber security; and
- Creating partnerships across the university as well as with other academic institutions, government, law enforcement and the private sector to increase research, funding and contracting opportunities;
- Enhancing employment and internship opportunities as needed by creating new courses and curricula through certificate, undergraduate and graduate programs to provide greater academic offerings for students.

According to the Commission's operational definitions, administrative changes creating units more prominent than a department (such as divisions, schools, or colleges) require Commission approval.

Supporting Documentation:

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

DECISION ITEM C-13: The University of Alabama at Birmingham,
Establishment of a Joint Department of Biomedical
Engineering in the Schools of Engineering and Medicine

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the establishment of a
Joint Department of Biomedical Engineering in the
Schools of Engineering and Medicine.

Background: The University of Alabama at Birmingham (UAB) plans
to establish a Joint Department of Biomedical
Engineering in the Schools of Engineering and Medicine.
The request has been approved by the University of
Alabama Board of Trustees.

According to UAB, in order to maximize the opportunities
for innovation and research in the growing field of
biomedical engineering, and capitalize on expertise across
the UAB campus, the institution is proposing to make the
Department of Biomedical Engineering a joint department
between the School of Engineering and the School of
Medicine.

According to the Commission's operational definitions,
administrative changes creating units more prominent
than a department (such as divisions, schools, or
colleges) require Commission approval.

Supporting Documentation:

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

DECISION ITEM C-14: The University of South Alabama, Addition of a Graduate School Track to the Existing BS in Meteorology (CIP 40.0404)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: The University of South Alabama (USA) currently has the Bachelor of Science (BS) in Meteorology at CIP 40.0404 in the Commission's Academic Program Inventory. USA has proposed the addition of a Graduate School Track to the existing program.

The program with the proposed track will require a total of 120 semester hours (sh):

General Education Core	53 sh
Program Core	32 sh
Concentration	15 sh
Electives	20 sh
Total	120 sh

The program core includes the following courses: Intro to Meteorology; Climatology; General Meteorology; Dynamic Meteorology I & II; Physical Meteorology; Synoptic Meteorology I & II.

Courses in the proposed Graduate School Track are: Computer Application in Meteorology; Radar Meteorology; and Satellite Meteorology.

According to information provided by USA, the track is being added to help better prepare graduates of the meteorology program for graduate school.

Budgetary Impact: NONE.

Consistent with Commission policy and operational definitions, the track will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

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

Supporting Documentation:

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

2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-15: Troy University, Addition of Three Concentrations to the Existing MS in Computer Science (CIP 11.0101)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Troy University (TROY) currently has the Master of Science in Computer Science at CIP 11.0101 in the Commission's Academic Program Inventory. TROY has proposed the addition of concentrations in Computer Network and Security; Artificial Intelligence; and Software Development.

The program with the Computer Network and Security concentration will require the following:

Program Core	9 sh
Option (Thesis or Non-Thesis)	24 sh
Total	33 sh

The program with the Artificial Intelligence concentration will require the following:

Program Core	9 sh
Option (Thesis or Non-Thesis)	24 sh
Total	33 sh

The program with the Software Development concentration will require the following:

Program Core	9 sh
Option (Thesis or Non-Thesis)	24 sh
Total	33 sh

According to information submitted by TROY, this change is being requested to assure the program remains current, relevant to workplace needs and maintains academic rigor.

Courses in the program core are: Analysis of Algorithms; Computer Architecture; and Operating System Principles.

The Computer Network and Security concentration will include the following courses: Advanced Computer Network; Network and Information Security; and Specialized Study in Computer Science.

Courses included in the Artificial Intelligence concentration are: Advanced Artificial Intelligence; Machine Learning; and Specialized Study in Computer Science.

The Software Development concentration will have courses in: Advanced Software Engineering; Advanced Database Concepts; and Specialized Study in Computer Science.

Budgetary Impact: No additional resources will be required.

Consistent with Commission policy and operational definitions, the concentrations will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-16: The University of West Alabama, Addition of an Option in Instructional Leadership, Non-Alabama Teacher Certification to the Existing MEd in Instructional Leadership (CIP 13.0401)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: The University of West Alabama (UWA) currently has the MEd in Instructional Leadership listed at CIP 13.0401 in the Commission's Academic Program Inventory. UWA has proposed the addition of an option in Instructional Leadership, Non-Alabama Teacher Certification to the existing program.

The program with the proposed option will require a total of 34 semester hours (sh):

Program Core	10 sh
Option	24 sh
Total	34 sh

The program core consists of the following four courses: Techniques in Educational Research; Technology and Education; Educational Statistics; and Technology Portfolio.

The proposed option will have a total of eight courses: School Law; Curricular and Instructional Supervision; Contextual Dimensions of Instructional Leadership, Leading and Managing Learning Organizations; Multidisciplinary Perspective of Instructional Leadership; School Business Management; Instructional Leadership Internship; and Instructional Leadership Internship and Residency.

According to the proposal, UWA currently offers the MEd in Instructional Leadership that leads to certification through the Alabama State Department of Education. The MEd non-Alabama Teacher Certification program in Instructional Leadership will include the same coursework as the MEd in Instructional Leadership but will not require a teaching certificate for admission nor lead to a teaching certificate upon completion in the state of Alabama. This degree is designed to serve a different population of students such as out-of-state or international students who do not desire or need certification through the Alabama State Department of Education. It may also be used for educators in private schools to advance their knowledge in the field.

Budgetary Impact: There will be no additional costs associated with the proposed option. The courses are already offered within the existing program.

Consistent with Commission policy and operational definitions, the option will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-17: Gadsden State Community College, Addition of a Certificate in Drafting and Design Technology to the Existing AAS in Drafting and Design Technology (CIP 15.1301)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the addition of a Certificate award in Drafting and Design Technology to the Existing AAS in Drafting and Design Technology at Gadsden State Community College (GAD).

Background: In October 2001, the Commission approved "Guidelines for Approval of Certificate Programs in Existing Associate in Applied Science (AAS) and Associate in Applied Technology (AAT) Programs." The guidelines provided that two-year colleges may add Certificate awards to existing AAS or AAT programs upon Commission approval as reasonable extensions/alterations of existing programs. The policy stated that the addition of the Certificate award is considered reasonable if all the following criteria are met:

1. The corresponding AAS or AAT must be an active program in the Commission's Academic Program Inventory.
2. The proposed certificate must be offered under the same six-digit CIP Code and program title as the existing AAS or AAT.
3. The institution must not add new courses to offer the certificate.
4. A recipient of the certificate must be qualified to practice the relevant occupation without completing a full degree program.

The Alabama Department of Postsecondary Education and GAD submitted a Certificate program application, in accordance with the Commission guidelines. The requested Certificate met the criteria of the Commission policy. The Certificate is being requested due to evolving industry and business needs in the College's service area.

Budgetary Impact: NONE

The proposed Certificate program will not require the addition of faculty, equipment, or new facilities.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Guidelines for Approval of Certificate Programs in Existing Associate Applied Science (AAS) and Associate in Applied Technology (AAT) Programs." Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-18: Snead State Community College, Addition of Options in Database Administration and Network Security and Virtualization to the Existing AAS in Computer Information Systems (CIP 11.0101)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Snead State Community College (SND) currently has an AAS in Computer Information Systems listed at CIP 11.0101 in the Commission's Academic Program Inventory. SND has proposed the addition of options in Database Administration and Network Security and Virtualization to the existing program.

The program with the Database Administration option will require a total of 65 semester hours (sh):

General Education	22 sh
Program Core	30-31 sh
Option	12 sh
Total	64-65 sh

Courses in the program core include: Database Management Software Apps; Intro to Information Systems; Intro to Networking; Intro to Web Development; and Visual BASIC Programming.

Courses in the option are: Advanced Visual Basic Programming; Advanced Web Development; Oracle Database Admin I; and Oracle Database Admin II.

The program with the Network Security and Virtualization option will require a total of 65 semester hours (sh):

General Education	22 sh
Program Core	31 sh
Option	12 sh
Total	65 sh

Courses in the program core include: Database Management Software Apps; Intro to Information Systems; Intro to Networking; Intro to Web Development; and Visual BASIC Programming

Courses in the option are: Security Analysis (pen testing); Cyberterrorism; Ethical Hacking; and Enterprise Virtualization.

Budgetary Impact: Additional resources of \$95,000 over a five year period will be needed for a part-time CIS instructor.

Consistent with Commission policy and operational definitions, the options will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution through ADPE. Available upon request.

DECISION ITEM C-19: Wallace State Community College (Dothan), Addition of Four Options to the AAS in Engineering, Graphics & Animation (CIP 15.1301)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Wallace State Community College (Dothan) (WSD) currently has the Associate in Applied Science in Engineering, Graphics and Animation at CIP 15.1301 in the Commission's Academic Program Inventory. WSD has proposed the addition of options in Graphics Communications; Engineering Graphics; Architectural Graphics; and 3-D Design and Animation.

The program with the Graphics Communications option will require a total of 73-75 semester hours:

General Education	22 sh
Program Core	20-22 sh
Option	30-31 sh
Total	73-75 sh

The program with the Engineering Graphics option will require the following:

General Education	22 sh
Program Core	20-22 sh
Option	30-31 sh
Total	73-75 sh

The program with the Architectural Graphics option will require the following:

General Education	22 sh
Program Core	20-22 sh
Option	30-31 sh
Total	73-75 sh

The program with the 3-D Design and Animation option will require the following:

General Education	22 sh
Program Core	20-22 sh
Option	30-31 sh
Total	73-75 sh

Courses in the program core are: WorkKeys Assessments and Advisement; Basic Computer-Aided Drafting and Design; Fundamentals of Drafting and Design Technology; Basic Technical Drawing; Intermediate Computer-Aided Drafting and Design; Intermediate Technical Drawing; and Basic 3-D Modeling.

The Graphics Communications option will include the following courses: Intermediate 3-D Modeling; 3-D Graphics and Animation; and Intro to Graphics.

Courses included in the Engineering Graphics option are: Surface Development; Theory of Residential Drawing and Design; and Drawing for Residential Construction.

The Architectural Graphics option will have courses in: Theory of Residential Drawing and Design; Drawing for Residential Construction; and Intermediate Architectural Drafting.

The 3-D Design and Animation option will include the following courses: Surface Development; Intermediate 3D Modeling; and 3D Graphics and Animation.

Budgetary Impact: No additional resources will be required.

Consistent with Commission policy and operational definitions, the options will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-20: Wallace State Community College (Dothan), Addition of an Option in Advanced Manufacturing Technology to the Existing AAS in Industrial Maintenance Technology (CIP 47.0303)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Wallace State Community College (Dothan) (WSD) currently has the Associate in Applied Science (AAS) in Industrial Maintenance Technology in the Commission's Academic Program Inventory. WSD has proposed the addition of an option in Advanced Manufacturing Technology to the existing program.

The program with the proposed option will require a total of 69-74 semester hours (sh).

General Education	22 sh
Program core	20-22 sh
Option	27-30 sh
Total	69-74 sh

Courses included in the program core include: WorkKeys Assessment and Advisement; DC Fundamentals; AC Fundamentals; Electronics for Electricians; and Intro to Programmable Logic Controllers.

The proposed option includes the following courses: Fundamentals of Industrial Hydraulics and Pneumatics; Intro to Process Control; Special Topics (3-D Modeling); and Basic Computer Aided Drafting and Design.

Budgetary Impact: NONE.

According to WSD officials, the option is being requested to expand the offerings in the Industrial Maintenance Technology program and to address local industry needs.

Consistent with Commission policy and operational definitions, the option will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

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

Supporting Documentation:

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

2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-21: Wallace State Community College (Hanceville), Addition of an Option in Transportation Management to the Existing AAS in Business Management and Supervision (CIP 52.0204)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Wallace State Community College (Hanceville) (WSH) currently has the Associate in Applied Science (AAS) in Business Management and Supervision at CIP 52.0204 in the Commission's Academic Program Inventory. WSH has proposed the addition of an option in Transportation Management to the existing program.

The program with the proposed option will require a total of 67 semester hours (sh).

General Education	25 sh
Program core	15 sh
Option	27 sh
Total	67 sh

Courses included in the program core are: Intro to Business; Principles of Accounting I; Principles of Management; Principles of Marketing; and Principles of Microeconomics.

The proposed option includes the following courses: History of Transportation; Regulation of Transportation; Industrial Traffic Management; and Transportation and Distribution Logistics.

Budgetary Impact: A total of \$66,794 will be needed for an adjunct instructor to teach in the program over the next five years.

According to WSH officials, the option is being requested to satisfy the need for highly trained employees with an educational background in the transportation field.

Consistent with Commission policy and operational definitions, the option will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

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

Supporting Documentation:

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

2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-22: Wallace State Community College (Hanceville), Addition of Options in Flight Technology CFI Helicopter and Flight Technology CFI Airplane to the Existing AAS in Flight Technology (CIP 49.0102)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Wallace State Community College (Hanceville) (WSH) currently has an AAS in Flight Technology listed at CIP 49.0102 in the Commission's Academic Program Inventory. WSH has proposed the addition of options in Flight Technology CFI Helicopter and Flight Technology CFI Airplane to the existing program.

The program with the Flight Technology CFI Helicopter option will require a total of 76 semester hours (sh):

General Education	25 sh
Program Core	9 sh
Option	42 sh
Total	76 sh

Courses in the program core are: Private Ground School; Commercial Ground School; and Instrumental Ground School.

Courses in the option are: Professional Pilot Helicopter Labs (8-17); Fundamentals of Instruction Ground; Instructor Methods of Oral Presentation; Flight Instructor Ground; and Flight Instructor Initial Issuance.

The program with the Flight Technology CFI Airplane option will require a total of 76 semester hours (sh):

General Education	25 sh
Program Core	9 sh
Option	42 sh
Total	76 sh

Courses in the program core are: Private Ground School; Commercial Ground School; and Instrumental Ground School.

Courses in the option are: Professional Pilot Airplane Labs (8-17); Fundamentals of Instruction Ground; Instructor Methods of Oral Presentation; Flight Instructor Ground; and Flight Instructor Initial Issuance.

Students must hold a private pilot certificate prior to selecting either option.

Budgetary Impact: NONE

Consistent with Commission policy and operational definitions, the options will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution through ADPE. Available upon request.

DECISION ITEM D-1: Enterprise State Community College, New Off-Campus Site:
Academy at Fairhope Airport

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the following new off-campus site for Enterprise State Community College.

Proposal: Enterprise State Community College (ENT) plans to offer courses at the following new off-campus site beginning in fall 2014:

Academy at Fairhope Airport, Fairhope, Alabama

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

The proposal was posted on the Commission website from April 15 until May 5 (twenty days) for public review and comment. No comments were received.

Commission approval is required because Baldwin County is outside of ENT's service area. Additionally, ENT is the only postsecondary institution authorized by the Alabama State Board of Education to offer aviation related training in the state. This site is needed to address growing demand for aviation employees in southwest Alabama.

Supporting Documentation:

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

Attachment 1

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

TO LIZ FOR NWC SIGNATURE 1-28-14

SITE INFORMATION

Institution: Enterprise State Community College/Alabama Aviation Center
Administrator Responsible for Site
Name & Title: Kyle Cook
Telephone: 334-347-2623 ext. 5101
Fax: 334-393-6223
E-Mail: kcook@escs.edu
Contact Person at Site if Other Than Administrator Above
Name & Title: Matthew Hughes, Dean of Instruction
Telephone: 334-347-2623 ext. 2241
Fax: 334-393-6223
E-Mail: mhughes@escs.edu
Location of Proposed Site
Facility: Academy at Fairhope Airport
Street Address: 8600 County Road 32
City: Fairhope, AL
When will you begin offering instruction at this site? County: Baldwin
 Fall 2014

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

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

Certification

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

Signature of President/Chancellor:

Date:

COURSE LIST

The institution will develop its schedule at this new site each term from the following list of courses.

Courses (Include Number & Title)
AMT 100, Technical Preparation
AMT 101, Basic Electricity
AMT 102, Materials and Processes
AMT 110, Non-metallic Structures and Welding
AMT 111, Aircraft Sheet Metal Structures
AMT 112, Airframe Systems I
AMT 113, Airframe Systems II
AMT 114, Airframe Systems III
AMT 115, Airframe Systems III
AMT 117, Airframe Comprehensive Testing

Add additional rows if needed.

DECISION ITEM E-1:

Request to Amend Post-Implementation Conditions:
Jacksonville State University, Master of Science in
Manufacturing Systems Technology (CIP15.9999) –
Second Request

Staff Presenter:

Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional review period (2013-14 through 2015-16) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of an average of 6 graduates.
- 3) That the institution will submit, no later than October 1, 2016, a third post-implementation report, demonstrating that the program met the post-implementation condition for new headcounts and graduates for the specified period.

Background:

The Master of Science in Manufacturing Systems Technology (CIP15.9999) was approved by the Commission on March 11, 2005.

The first amendment to post-implementation conditions was approved by the Commission on June 10, 2011. The program did not meet post-implementation conditions for graduates or enrollments. The conditions were met for employment, and the submission of an overall assessment of the program. The second post-implementation report was filed with the Commission on October 7, 2013.

The basis for the request is that most students take one course per semester, thereby requiring four years to complete the curriculum. Further, employers in this field may only reimburse for one course per semester. Additionally, there tends to be a lack of immediate return on investment, since completion of this degree does not necessarily lead to an immediate salary increase. Finally, characteristics of the economy have influenced enrollments.

The request is only for a revision in the projected graduation figure from 8 to 6 and for a revised new headcount from 12 to 8.

Supporting Documentation:

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

Summary of Report on Post-Implementation Conditions

Jacksonville State University

Program: Master of Science in Manufacturing Systems Technology (CIP15.9999)

Approved by Commission: March 11, 2005

Proposed Implementation Date: August 2007

Actual Implementation Date: August 2007

Post-Implementation Conditions (From June 10, 2011 Commission decision regarding first post-implementation report):

- 1) That the annual average new enrollment headcount for 2010-11 through 2012-13 will be at least 12.
- 2) That the annual average number of graduates for the Academic Years 2010-11 through 2012-13 will be at least 8.
- 3) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Master of Science in Manufacturing Systems Technology (CIP15.9999)	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	12	8	75%
Reported	12	6	100%

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

Condition 2: According to the report, the program did not meet the graduation post-implementation requirement. JSU requests a new graduation figure of 8, revised from to 6.

Condition 3: One-hundred percent of the graduates have secured employment upon graduation.

Condition 4: The program has met the objectives and assessment measures as stated in the proposal.

DECISION ITEM E-2: Request to Amend Post-Implementation Conditions:
University of South Alabama, BS in Information Systems
(CIP 11.0401)

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

Staff Recommendation: That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional review period (2013-14 through 2014-15) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of an average of 13 graduates, revised from the original number of 17.
- 3) That the institution will submit, no later than October 1, 2015, a second post-implementation report, demonstrating that the program met the post-implementation condition for graduates for the specified period.

Background: The BS in Information Systems was approved by the Commission on March 28, 2008.

The post-implementation report was submitted in August 2013. The program did not meet post-implementation conditions for graduates. The program did meet conditions for enrollment, employment, and the submission of an overall assessment of the program.

The program educates and trains graduates to have an in-depth understanding of computing and mathematics appropriate to the discipline; identify and define computing requirements appropriate to its solution; and design, implement, evaluate a computer based system, process, components or program to meet desired needs, and among other competencies, use current techniques, skills, and tools, necessary for computing practice. (This program shares common objectives with BS in Informational Technology.)

The request is only for a time extension; and revision in the projected graduation figure from 17 to 13. The basis of the request is the higher than anticipated rate of part-time transfer students (with full time jobs) and a substantive curricular change impacting the four course programming sequence.

Supporting Documentation:

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

Summary of Report on Post-Implementation Conditions

University of South Alabama

Program: BS in Information Systems (CIP 11.0401)

Approved by Commission: March 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008 (on schedule)

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 25.
2. That the annual average number of graduates for the Academic Years 2008-09 through 2012-13 (five year average) will be at least 17.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

BS in Information Systems (CIP 11.0401)	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	25	17	75%
Reported	27	10	97%

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

Condition 2: The program did not meet the graduation post-implementation requirement. This institution is requesting that the number of graduates be adjusted from an average of 17 to 13 during the additional monitoring period.

Condition 3: Ninety-seven percent of the graduates are in graduate school or secured employment upon graduation.

Condition 4: The overall assessment of the program was met, including presentation of assessment method, criterion, schedule, results, action taken, follow-up, and action status.

DECISION ITEM E-3:

Request to Amend Post-Implementation Conditions:
University of South Alabama, BS in Information
Technology (CIP 11.0103)

Staff Presenter:

Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional review period (2013-14 through 2014-15) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of an average of 24 graduates. (There is no change in this figure from the original condition, only a request for the additional review period.)
- 3) That the institution will submit, no later than October 1, 2015, a second post-implementation report, demonstrating that the program met the post-implementation condition for graduates for the specified period.

Background:

The BS in Information Technology was approved by the Commission on March 28, 2008.

The post-implementation report was submitted in August 2013. The program did not meet post-implementation conditions for graduates. The program did meet conditions for enrollment, employment, and the submission of an overall assessment of the program.

The program educates and trains graduates to have an in-depth understanding of computing and mathematics appropriate to the discipline. Key learning objectives include identifying and defining computing requirements appropriate to a particular solution; designing, implementing, and evaluating a computer based system, process, components or program to meet desired needs; and using current techniques, skills, and tools, necessary for computing practice. (Shares common objectives with BS in Information Systems.)

The request is only for a time extension; not a revision in the projected graduation figure. The basis of the request is the overall enrollment "cyclic decline" in Computing during the initial timeframe and need for a "ramp up period" for the new program.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2014

Supporting Documentation:

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

Summary of Report on Post-Implementation Conditions

University of South Alabama

Program: BS in Information Technology (CIP 11.0103)

Approved by Commission: March 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008 (on schedule)

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 35. The enrollment headcount was attained.
2. That the annual average number of graduates for the Academic Years 2008-09 through 2012-13 (five year average) will be at least 24. This number of graduates was not met.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

BS in Information Technology (CIP 11.0103)	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	35	24	75%
Reported	40	17	99%

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

Condition 2: The program did not meet the graduation post-implementation requirement. The institution is requesting that the same number of completers, 24, be the condition for the additional review period.

Condition 3: Ninety-nine percent of the graduates are in graduate school or secured employment upon graduation.

Condition 4: The overall assessment of the program was met, including presentation of assessment method, criterion, schedule, results, action taken, follow-up, and action status.

DECISION ITEM E-4:

Request to Amend Post-Implementation Conditions:
Chattahooche Valley Community College, Associate in
Applied Science and Certificate in Medical Assisting
(CIP 51.0801)

Staff Presenter:

Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional review period (2013-14 through 2014-15) for the program be granted.
- 2) In this additional review period that a follow-up survey will be conducted that will show that at least 75 percent of the graduates were successful in acquiring related employment
- 3) In this additional review period the College will update the Commission on the collection of the trend data needed for the Commission on Accreditation of Allied Health Education Program (CAAHEP) and the status of the accreditation effort.
- 4) That the institution will submit, no later than October 1, 2015, a second post-implementation report demonstrating that the program met the post-implementation condition for graduates acquiring related employment for the specified period.

Background:

The Associate in Applied Science and Certificate in Medical Assisting Security was approved by the Commission on June 27, 2008.

The post-implementation report was submitted in September 2013. The program did not meet post-implementation condition acquiring related employment for the specified period. The program did meet conditions for enrollment, graduates, and the submission of an overall assessment of the program.

The program educates and trains graduates in areas concerning preparation for careers in physician offices, ambulatory, clinics, nursing homes, and hospital emergency rooms.

The request is only for a time extension. The basis of the request is that more students than anticipated are not entering the workforce due to caring for a family member, moving out of the country, or the inability to gain a job because experience is required. The accreditation condition was not met due to several executive leadership changes as well as the need to collect further trend data as specified by the accrediting body.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation extension request for Chattahooche Valley Community College. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

Chattahooche Valley Community College

Program: Associate in Applied Science and Certificate in Medical Assisting (CIP 51.0801)

Approved by Commission: June 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 10.
2. That the annual average number of graduates for the Academic Years 2008-09 through 2012-13 (five year average) will be at least 9.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That the institution provide information on accreditation of the program by the Commission on Accreditation of Allied Health Education Program (CAAHEP).
5. That the institution report on the passage rate of any graduates obtaining licensure related to the proposed program.
6. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Associate in Applied Science and Certificate in Medical Assisting (CIP 51.0801)	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	10	9	75%
Reported	54	14	36%

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

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

Condition 3: Thirty-six percent of the graduates are in graduate school or secured employment upon graduation; the condition was not met.

Condition 4: That the institution provide information on accreditation of the program by the Commission on Accreditation of Allied Health Education Program (CAAHEP). The condition was not met.

Condition 5: The institution reported on the passage rate of any graduates obtaining licensure related to the program. The college has met this reporting condition.

Condition 6: The overall assessment of the program was met.

DECISION ITEM E-5: Request to Amend Post-Implementation Conditions: Chattahooche Valley Community College, Associate in Applied Science and Certificate in Homeland Security (CIP 43.9999)

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

Staff Recommendation: That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional review period (2013-14 through 2014-15) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of an average of 10 graduates. (There is no change in this figure from the original condition, only a request for the additional review period.)
- 3) In this additional review period that a follow-up survey will be conducted that will show that at least 75 percent of the graduates were successful in acquiring related employment
- 4) That the institution will submit, no later than October 1, 2015, a second post-implementation report, demonstrating that the program met the post-implementation condition for graduates and acquiring related employment for the specified period.

Background: The Associate Applied Science and Certificate in Homeland Security was approved by the Commission on September 21, 2007.

The post-implementation report was submitted in February 2013. The program did not meet post-implementation conditions for graduates and acquiring related employment for the specified period. The program did meet conditions for enrollment, and the submission of an overall assessment of the program.

The program educates and trains graduates in the areas of law enforcement, military, immigration and customs, court systems, emergency management, local governments and local industry.

The request is only for a time extension; not a revision in the projected graduation figure. The basis of the request is revisions to the program based upon Advisory Committee feedback to review course sequencing, course scheduling, and community partnerships. Background reasons for not attaining these conditions were the newness of the program area, general decline in the College's enrollments, class cancellations, and decline in occupational outlook.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation extension request for Chattahooche Valley Community College. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

Chattahooche Valley Community College

Program: Associate Applied Science and Certificate in Homeland Security (CIP43.9999)

Approved by Commission: September 2007

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 17.
2. That the annual average number of graduates for the Academic Years 2009-10 through 2012-13 (four year average) will be at least 10.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Associate in Applied Science and Certificate in Homeland Security (CIP 43.9999)	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	17	10	75%
Reported	28	4	53%

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

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

Condition 3: Fifty-three percent of the graduates are in graduate school or secured employment upon graduation; the condition was not met.

Condition 4: The overall assessment of the program was met.

DECISION ITEM E-6: Request to Amend Post-Implementation Conditions:
Wallace State Community College – Dothan Associate in
Applied Science in Criminal Justice (CIP43.0107)

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

Staff Recommendation: That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional review period (2013-14 through 2014-15) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of an average of 11 graduates.
- 3) The program will also meet the 75% condition for obtaining related employment.
- 4) That the institution will submit, no later than October 1, 2015, a second post-implementation report, demonstrating that the program met the post-implementation conditions for graduates and for acquiring related employment for the specified period.

Background: The Associate Applied Science in Criminal Justice was approved by the Commission on June 27, 2008.

The post-implementation report was submitted in September 2013. The program did not meet post-implementation conditions for graduates or related employment. The program did meet conditions for enrollments, and the submission of an overall assessment of the program.

The program educates and trains professionals to have an in-depth understanding in areas such as law enforcement, security, and corrections, and protective services. The program is comprised of three options: forensic investigation, law enforcement, and cybersecurity and computer forensics.

The request is for a time extension in the projected graduation figure and 75% related employment condition. The rationale is that the large enrollments and the improved economy will lead to a higher number of graduates and improved employment prospects. Many criminal justice agencies have been operating at below minimum staffing patterns. A trend in a substantially increased number of graduates has been seen in 2012-13 and is expected to continue. Some hiring freezes are anticipated to be lifted as well.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation extension request for Wallace Community College – Dothan. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

Wallace State Community College - Dothan

Program: Associate Applied Science in Criminal Justice (CIP43.0107)

Approved by Commission: June 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008

Post-Implementation Conditions:

1. That the annual average new enrollment headcount in the first five years will be at least 9.
2. That the annual average number of graduates for the Academic Years 2009-10 through 2012-13 will be at least 11.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Associate in Applied Science in Criminal Justice (CIP43.0107)	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	9	11	75%
Reported	132	7	69%

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

Condition 2: According to the report, the program did not meet the graduation post-implementation requirement.

Condition 3: Sixty-nine percent of the graduates are in graduate school or secured employment upon graduation.

Condition 4: Overall sufficient comment regarding the assessment of the program was provided. (Information on the WorkKeys test results were also included in the post-implementation report to support this conclusion.)

DECISION ITEM F:

Amendments to the Administrative Procedures for the
Alabama National Guard Educational Assistance
Program

Staff Presenter:

Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation:

That the Commission approve the proposed amendments to the administrative procedures related to the Alabama National Guard Educational Assistance Program.

Background:

The Code of Alabama Title 31-10, Sections 1-4 charge the Alabama Commission on Higher Education with the administration of the Alabama National Guard Educational Assistance Program (ANGEAP).

The proposed amendments described below and shown in Attachment 1 are related to language that is in statute. They are not policies, rules or procedures being promulgated by the Commission under its rule-making authority. Old language is struck-through and new language is underlined. The changes are as follows:

1. During the 2014 Session of the Alabama Legislature, Act 2014-179 was passed. This act changed the award amounts available to eligible students. In most instances it is believed that students will be able to have access to more funds on an annual basis. This change affects three areas of the administrative procedures.
2. There is also an amendment to add language that was included in the original 1984 legislation, but not included in the administrative code, related to the maximum number of active duty hours that a Guardsman can have before they are no longer eligible to participate in the program.

Supporting Documentation:

1. Proposed amendments to Chapters 300-4-4.02 and 300-4-4.05, Alabama Administrative Code (attached)
2. Act No. 2014-179. Available upon request.
3. Title 31-10, Sections 1-4, Code of Alabama, 1975. Available upon request.

Attachment 1

ALABAMA COMMISSION ON HIGHER EDUCATION

ADMINISTRATIVE CODE

STUDENT ASSISTANCE

CHAPTER 300-4-4

ALABAMA NATIONAL GUARD EDUCATIONAL ASSISTANCE PROGRAM

300-4-4-.02 Definition Of Terms.

(1) Academic Year: The academic year for Alabama National Guard Educational Assistance Program purposes is from October 1 of one year to September 30 of the next year.

(2) Alabama Resident: A resident of the State of Alabama is a person who has established residency within the State of Alabama prior to the beginning of the term for which financial assistance is requested.

(3) Distribution of Funds: Should funds appropriated to the Alabama National Guard Educational Assistance Program be insufficient to provide each eligible student with a full grant payment for any term(s) during an academic year, funds will be awarded on a first-in, first-out basis until all available funds are expended. For degrees above the baccalaureate level, only ten percent of the total funds of the benefit program may be used.

(4) Educational Grant: A grant is defined as a financial award by the State of Alabama to an Alabama National Guard Educational Assistance Program applicant who is designated to be an eligible student enrolled in or accepted for enrollment in an eligible program at an eligible institution, and is awarded to the student to defray direct educational-related expenses: tuition, mandatory fees, books, and supplies, to a minimum of one hundred dollars (\$100), and not to exceed \$500 per semester or quarter and not more than \$1,000 50 percent of the remaining balance after all federal benefits have been applied to the account of the student, for a total amount not exceeding two thousand dollars (\$2,000) annually, less any Alabama Student Grant Program proceeds for which the student may be eligible. Payments to recipients shall not extend beyond twelve (12) years after the date of the first grant payment issued to the student through this program.

(5) Eligible Program: An eligible program is any program leading to an associate, baccalaureate, master's, or doctorate degree in an accredited institution of higher learning, technical college, community college, or junior college within the State of Alabama.

(6) Eligible Institution: An eligible institution is a public or private institution of higher education which: (a) is in Alabama; (b) admits as regular students only persons who have a high school diploma, or who are beyond the age of compulsory school attendance in Alabama; and who have the ability to benefit from the training offered; (c) is legally authorized to provide an educational program beyond secondary education; (d) provides an educational program for which it awards an associate, baccalaureate, master's, or doctorate degree, (e) is accredited by a nationally-recognized accrediting agency or association; and (f) executes an agreement with the Alabama Commission on Higher Education to participate in the Alabama National Guard Educational Assistance Program.

(7) Eligible Student: An eligible student is an applicant who completes an application for an Alabama National Guard Educational Assistance Program application, and

(a) Is classified as a student enrolled in an associate, baccalaureate, master's, or doctorate degree program;

(b) Is a resident of the State of Alabama, as defined in .02(2);

(c) Is making satisfactory academic progress as determined by the eligible institution;

(d) Is at least seventeen years of age;

(e) Is an active member in good standing with the Alabama National Guard;

(f) Is a member of a federally recognized unit of the Alabama National Guard;

(g) Has completed basic training and advanced individual training, unless excluded from this requirement by military regulations;

(h) Is enrolled in an accredited college, university, community college, or technical college within the State of Alabama; and

(i) Is not receiving 100% of covered expenses from federal veterans educational benefits available to members of the National Guard during the term(s) ANGEAP payments are received.

(j) Any person with more than 180 days active duty under Title 10, United States Code, annotated, and entitled to federal educational benefits will be considered a veteran and not eligible for benefits under this article.

(8) False Statement or Misrepresentation: Any person who knowingly makes or furnishes any false statement or misrepresentation, or who accepts such false statement or misrepresentation knowing the same to be false, for the purpose of enabling an individual or institution to obtain monies wrongfully under this program, shall be guilty of a Class A misdemeanor, and upon conviction thereof, shall be subject to a fine or to imprisonment, or to both, as such misdemeanor is defined in Act No. 607, S. 33 of the 1977 Regular Session (Acts1977, Vol. 11, p. 812).

(9) Graduate Student: A graduate student is defined as a person who has already earned a baccalaureate degree and is enrolled in a master's or doctorate degree program at an eligible institution as defined in .02(6).

(10) Refund Policies and Procedures:

(a) If a student transfers, withdraws, or becomes ineligible for an educational grant during the academic term of the award, the institutional-financial aid administrator will not disburse Alabama National Guard Educational Assistance Program grant funds to the student.

(b) If a student withdraws from school or reduces his/her course-load after receiving Alabama National Guard Educational Assistance Program grant funds, but before the end of the academic term, and is not entitled to a refund in accordance with the institution's refund policy, the Alabama National Guard Educational Assistance Program will not require a refund of any portion of the grant award which was utilized by the student toward payment of the institution's net charges to the student for the period of actual attendance. However, if the grant award payment to the student exceeds the amount of the educational cost to the student, the institution must return to the Alabama National Guard Educational Assistance Program the refund amount and the institution must maintain with the student's records documentation listing (a) the date the

student withdrew, and (b) the net institutional charges to the student for the period of the student's attendance, (c) the amount of the student's grant award, and (d) the amount of refund due the Alabama National Guard Educational Assistance Program.

(c) In the event the individual's service in the Alabama National Guard is terminated or his service becomes unsatisfactory while receiving or for four (4) years after receiving the benefits afforded by this program the benefits will be terminated and repaid by the individual on a pro rata basis. If the individual's National Guard service is terminated because of military medical disability, mandatory removal date, or death, the member and heirs are exempt from the repayment provision.

(11) Student Application Procedure: Each Alabama National Guard Educational Assistance Program applicant must submit to the Alabama Commission on Higher Education an application for a grant. Awards will be issued for completed applications submitted to the Alabama Commission on Higher Education by the application deadline date and as long as funds remain available.

(12) Tuition: Tuition is defined as the cost of instruction and fees to the student as stated in the institution's catalog, plus the average cost of books and supplies, to a minimum of one hundred dollars (\$100), and not to exceed ~~\$500 per semester or quarter and not more than \$1,000~~ 50 percent of the remaining balance after all federal benefits have been applied to the account of the student, for a total amount not exceeding two thousand dollars (\$2,000) annually.

(13) Undergraduate Student: An undergraduate student is defined as a person who is in attendance at an accredited Alabama postsecondary educational institution and who has not earned a baccalaureate degree. A student who is enrolled in a program of study designed to extend for more than four academic years shall not be considered an undergraduate student in that portion of the program that involves study beyond the fourth academic year, unless the program leads to a first degree and is designed to extend for a period of five academic years.

(14) Veteran: A veteran is defined as any person with more than one hundred eighty (180) days active duty under Title 10, United States Code, Annotated, and entitled to federal educational benefits will be considered a veteran.

Author:

Statutory Authority: Code of Ala. 1975, §§ 31-10-1, et seq.

History: Filed August 28, 1984. Amended: Filed November 6, 1985;
July 15, 1986.

300-4-4-.05 Disbursement Of Funds.

(1) The Alabama National Guard Educational Assistance Program shall determine from the completed applications received from all students the sufficiency of funds. ~~Each eligible student may receive a maximum of \$500 per semester or quarter. No eligible student shall receive more than \$1,000 per academic year.~~ Award amounts are restricted to a minimum of one hundred dollars (\$100), and not to exceed 50 percent of the remaining balance after all federal benefits have been applied to the account of the student, for a total amount not exceeding two thousand dollars (\$2,000) annually, nor shall any student receive a grant at more than one approved institution during any one academic term.

(2) The Alabama National Guard Educational Assistance Program shall determine the dollar amount of each grant and shall prepare a voucher each term requesting that the State Comptroller disburse Alabama National Guard Educational Assistance Program funds for eligible students.

(3) The State Comptroller shall prepare a check payable to the student (by name) or to the student (by name) and the approved institution for each eligible grant recipient listed on the award list. Such checks and a certification roster with the amount of grant indicated for each eligible student(s), shall be forwarded to the approved institution for delivery to the student(s).

(a) No later than sixty (60) calendar days after receipt of the grant check(s), the approved institution shall issue the individual check(s) to the eligible student(s) and return the completed certification roster to the Alabama National Guard Educational Assistance Program Office.

(4) If a student whose eligibility for a grant has been certified by an approved institution becomes ineligible for a grant before the expiration of the institutional tuition refund period, the grant funds shall not be delivered to the student, but shall be returned to the Alabama National Guard Educational Assistance Program Office. Funds are considered

received by a student when the Alabama National Guard Educational Assistance Program check is delivered to the student.

(5) No person shall be eligible for an Alabama National Guard Educational Assistance Program grant for more than ten (10) years after the date of the first grant payment granted through this program.

Author:

Statutory Authority: Code of Ala. 1975, §§ 31-10-1, et seq.

History: Filed August 28, 1984.

INFORMATION ITEM 2: Auburn University at Montgomery, Establishment of Two Departments: The Department of Economics, Finance and Marketing; and the Department of Information Systems and Management

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Auburn University Montgomery (AUM) has submitted plans to the Commission for the establishment of two departments: the Department of Economic, Finance and Marketing; and the Department of Information Systems and Management.

According to information submitted by AUM, the Department of Economics, Finance and Marketing will be established by merging the Department of Economic and Finance together with the Department of Marketing.

The Department of Information Systems and Management will be established by merging the Department of Information Systems and Decision Science with the Department of Management.

Supporting Documentation:

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

INFORMATION ITEM 3: Auburn University at Montgomery, Change in the Name of the Department of Physical Sciences to the Department of Chemistry

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Auburn University Board of Trustees has approved the change in the name of the Department of Physical Sciences to the Department of Chemistry at Auburn University Montgomery (AUM).

Since this is only a name change, it does not require Commission approval.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Alabama Administrative Code, Chapter 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM 4: Auburn University at Montgomery, Change in the Name of the Department of Physical Education and Exercise Science to the Department of Kinesiology

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The Auburn University Board of Trustees has approved the change in the name of the Department of Physical Education and Exercise Science to the Department of Kinesiology at Auburn University Montgomery (AUM).

Since this is only a name change, it does not require Commission approval.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Alabama Administrative Code, Chapter 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM 5: Bevill State Community College, New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Bevill State Community College (BEV) plans to offer courses at the following new off-campus site beginning in fall 2014:

Bevill State Business Incubator, Jasper, Alabama

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

The new off-campus site proposed by BEV is exempt from Commission approval by policy because the proposed site is located within BEV's service area.

The proposal was posted on the Commission website from April 15 until May 5 for public review and comment. No comments were received.

Supporting Documentation:

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

INFORMATION ITEM 6: Bishop State Community College, New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Bishop State Community College (BIS) plans to offer courses at the following new off-campus site beginning in fall 2014:

MOWA Band of Choctaw Indians Technical Training Center,
Mount Vernon, Alabama

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

The new off-campus site proposed by BIS is exempt from Commission approval by policy because the proposed site is located within BIS's service area.

The proposal was posted on the Commission website from April 15 until May 5 for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus Site at the MOWA Band of Choctaw Indians Technical Training Center, Mount Vernon, AL, attached.
2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Bishop State Community College

Administrator Responsible for Site

Name & Title: Mrs. Polly Rivers, Tribal Coordinator

Telephone: 251-829-5000

Fax: 251-829-6328

E-Mail: polly.rivers@yahoo.com

Contact Person at Site If Other Than Administrator Above

Name & Title: Same

Telephone:

Fax:

E-Mail:

Location of Proposed Site

Facility: MOWA Band of Choctaw Indians Technical Training Center

Street Address: 1080 West Red Fox Rd.

City: Mount Vernon

County: Mobile/Washington


When will you begin offering instruction at this site?

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

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

Certification

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


 Signature of President/Chancellor:

Date: 01/31/2014

INFORMATION ITEM 7: Faulkner State Community College, New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Faulkner State Community College (FSC) plans to offer courses at the following new off-campus site beginning in fall 2014:

Academy at Fairhope Airport, Fairhope, Alabama

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

The new off-campus site proposed by FSC is exempt from Commission approval by policy because the proposed site is located within FSC's service area.

The proposal was posted on the Commission website from April 15 until May 5 for public review and comment. No comments were received.

Supporting Documentation:

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

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Faulkner State Community College
Administrator Responsible for Site
Name & Title: Patty Hughston, Dean of Workforce Development & Technology
Telephone: 251-580-4882
Fax: 251-580-2240
E-Mail: patty.hughston@faulknerstate.edu
Contact Person at Site If Other Than Administrator Above
Name & Title: Same
Telephone:
Fax:
E-Mail:
Location of Proposed Site
Facility: The Academy at Fairhope Airport
Street Address: 8600 County Road 32
City: Fairhope, AL
County: Baldwin
When will you begin offering instruction at this site? Fall 2014

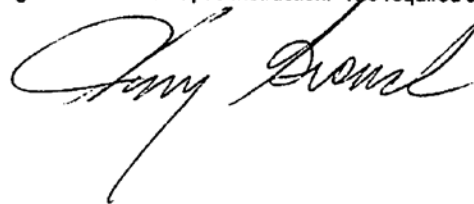
Type of Site	Check One:
Non-Exempt	
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered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

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

Certification

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

Signature of President/Chancellor:



Date: 3/21/2014

COURSE LIST

The institution will develop its schedule at this new site each term from the following list of courses.

Courses (Include Number & Title)
INT117 Principles of Industrial Maintenance
INT126 Preventive Maintenance
INT118 Fundamentals of Industrial Hydraulics and Pneumatics
INT218 Special Lab in Hydraulics and Pneumatics
IET111 DC Fundamentals
IET143 Principles of Electricity
IET122 Rotating Machinery and Controls
IET231 Introduction to Programmable Logic Controllers
IET232 Advanced Programmable Logic Controllers
ELT212 Motor Controls II
ILT108 Introduction to Instruments and Process Control
ILT110 Advanced Industrial Process Control
WDT108 Shielded Metal Arc Fillet/OFC
WDT122 Shielded Metal Arc Fillet/OFC Lab
WDT109 Shielded Metal Arc Fillet/PAC/CAC
WDT123 Shielded Metal Arc Fillet/PAC/CAC
WDT120 Shielded Metal Arc Welding Groove
WDT125 Shielded Metal Arc Welding Groove Lab
WDT180 Special Topics

Add additional rows if needed.

INFORMATION ITEM 8: Bevill State Community College, Relocation of the Machine Tool Technology, AAS (CIP 48.0507) program to Bevill State's Business Incubator Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For Information Only.

Proposal: Bevill State Community College (BEV) plans to relocate courses that will lead to an Associate in Applied Science (AAS) in Machine Tool Technology (MTT) to the Bevill State Business Incubator beginning in the fall 2014. The courses will be relocated from Bevill State Community College's Sumiton campus to the Bevill State Business Incubator in Jasper, Al.

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

Location of the Program: Bevill State Community College will deliver courses for the MTT program at the Bevill State Business Incubator, 3512 Industrial Park Drive, Jasper, Alabama (Walker County). The site is located within BEV's service area.

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

Description of the Program: The proposed off-campus program will help prepare students to earn an AAS in Machine Tool Technology.

Strength of the Existing Program: Since the fall of 2007, a total of 86 students have enrolled in BEV's MTT program, with a total of 55 students completing the AAS program.

Adequate Student Demand: According to information in the proposal, BEV's MTT program is viable and student demand continues to be stable.

Need for Program: According to BEV officials, this will be a campus based program. The program is relocating as part of the Career Technical Education partnership with Walker county and Jasper City Schools.

Effect on the Existing Program: Enrollment in BEV's MTT program on the Jasper campus is expected to increase by 20-30 percent through dual enrollment and general MTT program college enrollment.

Clinical Sites: No clinical sites needed for the proposed off-campus program.

Resources: According to the proposal, there will be no negative financial impact on existing programs and services.

Admission and Program Completion Requirements:
Admission and program requirements will be the same as those offered at BEV's main campus.

Public Review: The proposal was posted on the Commission website from April 15 until May 5 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

INFORMATION ITEM 10: The University of Alabama at Birmingham, Change in the Name of the Center for Health Services Continuing Education to the Center for Healthcare Management and Leadership

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University Of Alabama Board Of Trustees has approved the change in the name of the Center for Health Services Continuing Education to the Center for Healthcare Management and Leadership at the University of Alabama at Birmingham (UAB).

Since this is only a name change, it does not require Commission approval.

Supporting Documentation: 1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Alabama Administrative Code, Chapter 300-2-1-.06. Available upon request.

2. Written unpublished documentation provided by the institution. Available upon request.

A. Program Inventory Deletions

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

Trenholm State Technical College	12.0503	Culinary Arts/Chef Training, C [Deleted at the request of the institution]
	51.0806	Physical Therapist Assistant, AAT [Deleted at the request of the institution]

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

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

Auburn University	09.0701	Radio, Television, and Film,
	09.0102	<u>Media Studies, BA</u>
	51.1099	Laboratory Technology, BS <u>Laboratory Sciences</u>
Auburn University Montgomery	40.0101	Physical Science, BS
	40.0501	<u>Chemistry</u>
University of Alabama in Huntsville	11.1003	Information Assurance and Security, MS
		<u>Cybersecurity</u>
The University of South Alabama	13.1334	Educational Media, MS
		<u>Educational Media and Technology</u>

C. Programs Placed on Inactive Status

None.

INFORMATION ITEM 12: Implementation of New Short Certificate Programs (Less than 30 Semester Hours)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The Alabama Department of Postsecondary Education reports the approval of short certificate programs (less than 30 semester hours) at the following two-year colleges in the fields of study listed below.

Calhoun State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Salon & Spa Management/Nail Tech	12.0412
Manufacturing Engineering Technology	15.0613

Enterprise State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Aviation Technology	47.0607

Lawson State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Hospitality Services Management	52.0999
Culinary Arts	12.0503

Wallace State Community College – (Hanceville)

<u>Field of Study</u>	<u>CIP Code</u>
Automotive Mechanics	47.0604
Patient Care Specialist	51.1614

Southern Union State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Office Administration	52.0401

Supporting Documentation:

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

INFORMATION ITEM 13: Implementation of Non-Degree Programs at Senior Institutions

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

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

In accordance with these guidelines, the following institutions have sent notification regarding the non-degree programs indicated:

Auburn University

Graduate Executive Technical Certificate in Construction Management

The graduate certificate consists of 5 courses worth 3 semester hours each. The certificate requires 12 semester hours to complete. According to Auburn officials, this executive format graduate certificate program has been requested by the US Army Corps of Engineers and the Department of Defense for delivery to professional staff in construction-related fields. The certificate program builds on the successful experience of the custom Executive Master of Building Construction that the McWhorter School of Building Science has offered to the Army Corps since 2009.

Graduate Executive Integrated Processes Certificate in Construction Management

The graduate certificate will consist of 5 courses worth 3 semester hours each. The certificate requires 12 hours semester hours to complete. According to Auburn officials, this executive format graduate certificate program has been requested by the US Army Corps of Engineers and the Department of Defense for delivery to professional staff in construction-related fields. The certificate program builds on the successful experience of the custom Executive Master of Building Construction that the McWhorter School of Building Science has offered to the Army Corps since 2009.

The University of Alabama

Post-Master's Certificate in College Teaching

Consisting of 12 hours, the certificate is designed to help graduate students in a variety of professional settings and disciplines who seek to enhance their understandings of teaching

and learning issues for adult learners, particularly at institutions of higher education. Students who participate in the certificate program will have exposure to theory, research, and practice related to the professoriate and to teaching and learning in higher education.

The University of Alabama at Birmingham

Undergraduate Certificate in Entrepreneurship

The new certificate will require the completion of 15 credit hours, including an internship/practicum, experience, and will be available to all undergraduate majors in Business who meet the minimum GPA requirement. This certificate is intended to provide business majors with specific knowledge and skills to start their own businesses or be high-value, early employees for existing startups and early-stage growth companies.

Troy University

Post-Master's Certificate in Clinical Mental Health

The certificate consists of 15 semester hours, and is designed to provide post-masters counseling professionals with advanced concentration of theory and application specifically related to clinical mental health counseling with conceptual framework of both normal and pathological development and behavior, as well as expertise in diagnosis and treatment planning for mental health disorders.

The University of North Alabama

Undergraduate Certificate in Child Welfare Practice

Consisting of 18 semester hours, the proposed certificate is a competency-based training curriculum designed to prepare students to provide services to at-risk children and families through a wide range of public and private agencies. As a member of the Alabama Higher Education Child Welfare Consortium, the department will participate in the Title IV-E Child Welfare Training Funding Program which supports university-agency training partnerships and provides federal funding for educating and training both current and future child welfare workforce. Eligible social work majors will receive a stipend during their field practicum. The certificate is open to all majors and area professionals; the stipend is restricted to Social Workers.

Graduate Certificate in Project Management

This certificate program requires 12 hours of graduate level coursework, and is designed for professionals wishing to increase their job skills through the knowledge of formal project management methodology as demonstrated through a mastery of the Project Management Institute's Project Management Body of Knowledge (PMBOK).

Undergraduate Certificate in Public History

Comprised of 18 hours of coursework and a required three-hour internship, the proposed certificate will be offered to both degree seeking students as well as non-degree seeking individuals seeking professional advancement. The certificate in Public History introduces undergraduate students to the field of public history while helping students to develop skills necessary to convey history to audiences in a wide array of public and private settings outside of academia.

Certificate in Certified Child Life Specialist

The proposed certificate will require the successful completion of a bachelor's degree; completion of a child-life course taught by a Certified Child Life Specialist (CCLS); completion of 9 courses in Sociology or a field deemed acceptable by the Child Life Council; completion of 480 hours of child life clinical experience through an internship or fellowship under the direct supervision of a CCLS.

Certificate in Professional Writing

The certificate consists of 18 hours of coursework and is offered to both degree seeking students as well as non-degree seeking students desiring professional/personal advancement. Non-degree students will be admitted to the university via established admission guidelines. The certificate is designed to prepare students to work as professional writers in a wide variety of positions, including but not limited to grant writing publishing, technical writing, and technical editing.

Supporting Documentation:

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

INFORMATION ITEM 14: Implementation of a Distance Education Program

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

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

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

Alabama State University:

Psychology, BS – CIP 42.0101

Supporting Documentation:

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

INFORMATION ITEM 15: Summary of Post-Implementation Reports

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

Staff Recommendation: For information only.

Background: Programs that met post-implementation conditions:

- Wallace State Community College - Hanceville:
Program: Associate in Applied Science and
Certificate in Culinary Arts (CIP 12.0503)
- Wallace State Community College - Hanceville:
Program: Associate in Applied Science in Graphic
Design (CIP 50.0401)

Programs that did not meet post-implementation
conditions:

- Jacksonville State University, Master of Science in
Manufacturing Systems Technology (CIP 15.9999)
*[A second request for an additional post
implementation review period is on the agenda as a
decision item]*
- University of South Alabama, Program: Bachelor of
Science in Informational Technology (CIP 11.0103)
*[A request for an additional post implementation
review period is on the agenda as a decision item]*
- University of South Alabama, Program: Bachelor of Science
in Information Systems (CIP 11.0401) *[A request for an
additional post implementation review period is on the
agenda as a decision item]*
- Chattahoochee Valley Community College, Associate in
Applied Science and Certificate in Homeland Security (CIP
43.9999) *[A request for an additional post implementation
review period is on the agenda as a decision item]*
- Chattahoochee Valley Community College, Associate in
Applied Science and Certificate in Medical Assisting (CIP
51.0801) *[A request for an additional post implementation
review period is on the agenda as a decision item]*
- Wallace Community College - Dothan, Associate in Applied
Science Criminal Justice with Options (CIP 43.0107) *[A
request for an additional post implementation review period
is on the agenda as a decision item]*

Supporting Documentation:

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

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

Meeting Conditions:

Wallace State Community College – Hanceville (2014 Report)

- Program: Associate in Applied Science and Certificate in Culinary Arts (CIP 12.0503)

Approved by Commission: December 2008

Proposed Implementation Date: January 2009

Actual Implementation Date: January 2009

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 10, based on the proposal.
2. That the average number of graduates for the Academic Years 2008-09 through 2012-13 will be at least 8, based on the proposal.
3. That information be provided regarding progress toward accreditation of the program by the American Culinary Federation.
4. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or that the program enhanced graduates' current employment.
5. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal. A wide variety of projects and evaluations have been completed and examined on an ongoing basis relative to course and program goals and objectives.

Associate in Applied Science and Certificate in Culinary Arts (CIP 12.0503)	Average New Enrollment Headcount	Average Number of Graduates, 2008-09 through 2012-13	Percentage of Graduates Employed in Field
Required	10	8	75%
Reported	26	10	78%

Meeting Conditions:

Wallace State Community College – Hanceville *[second report]* (2013 Report)

- Program: Associate in Applied Science in Graphic Design/ Visual Communications (CIP 50.0401)

Approved by Commission: June 2006

Proposed Implementation Date: August 2006

Actual Implementation Date: August 2006

Post-Implementation Conditions:
[second report]

1. That the annual average new enrollment headcount for the first five years will be at least 14, based on the proposal.
2. That the average number of graduates for the Academic Years 2008-09 through 2012-13 will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or that the program enhanced graduates' current employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal. Assessment of student objectives includes demonstrating a minimum of 80% proficiency in the final course portfolio. A wide range of individual course and program reviews are conducted; curricular changes are undertaken based upon assessment results.

Associate in Applied Science in Graphic Design/ Visual Communications (CIP 50.0401)	Average New Enrollment Headcount	Average Number of Graduates, 2008-09 through 2012-13	Percentage of Graduates Employed in Field
Required	14	8	75%
Reported	85	9	75%

Not Meeting Conditions:

Jacksonville State University (2013 Report)

- Program: Master of Science in Manufacturing Systems Technology (CIP 15.9999)

Approved by Commission: March 11, 2005

Proposed Implementation Date: August 2007

Actual Implementation Date: August 2007

Post-Implementation Conditions (From June 10, 2011 Commission decision regarding first post-implementation report):

1. That the annual average new enrollment headcount for the 2010-11 through 2012-13 will be at least 12.
2. That the annual average number of graduates for the Academic Years 2010-11 through 2012-13 will be at least 8.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

MS in Manufacturing Systems Technology (CIP15.9999)	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	12	8	75%
Reported	12	6	100%

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

Condition 2: The program did not meet the graduation post-implementation requirement. JSU requests a new graduation figure of 8, revised from to 6 for the additional review period of 2013-14 through 2015-16.

Condition 3: One-hundred percent of the graduates are in graduate school or secured employment upon graduation.

Condition 4: Overall assessment of the program was provided. Feedback from a range of manufacturers as well as letters to ACHE support the efficacy of the program.

Not Meeting Conditions:

University of South Alabama (2013 Report)

- Program: Bachelor of Science in Informational Technology (CIP 11.0103)

Approved by Commission: March 28, 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 35.
2. That the annual average number of graduates for the Academic Years 2008-09 through 2012-13 (five year average) will be at least 24. This number of graduates was not met.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Bachelor of Science in Informational Technology (CIP 11.0103)	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	35	24	75%
Reported	40	17	99%

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

Condition 2: According to the report, the program did not meet the graduation post-implementation requirement. The institution is requesting that the same number of completers, 24, be the condition for the additional review period of 2013-14 through 2014-15.

Condition 3: Ninety-nine percent of the graduates have secured employment upon graduation.

Condition 4: The overall assessment of the program was met, including presentation of assessment method, criterion, schedule, results, action taken, follow-up, and action status.

Not Meeting Conditions:

University of South Alabama (2013 Report)

- Program: Bachelor of Science in Information Systems (CIP 11.0401)

Approved by Commission: March 28, 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 25.
2. That the annual average number of graduates for the Academic Years 2008-09 through 2012-13 (five year average) will be at least 17.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Bachelor of Science in Information Systems (CIP 11.0401)	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	25	17	75%
Reported	27	10	97%

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

Condition 2: According to the report, the program did not meet the graduation post-implementation requirement. The institution is requesting that the number of graduates be adjusted from an average of 17 to 13 during an additional monitoring period of 2013-14 through 2014-15.

Condition 3: Ninety-seven percent of the graduates have secured employment upon graduation. (Average of 2008-09 through 2011-12 and 2012-13 information.)

Condition 4: The overall assessment of the program was met, including presentation of assessment method, criterion, schedule, results, action taken, follow-up, and action status.

Not Meeting Conditions:

Chattahooche Valley Community College (2013 Report)

- Program: Associate in Applied Science and Certificate in Homeland Security (CIP 43.9999)

Approved by Commission: September 2007

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 17.
2. That the annual average number of graduates for the Academic Years 2009-10 through 2012-13 (four year average) will be at least 10. This number of graduates was not met.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment. This condition was not met.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Associate in Applied Science and Certificate in Homeland Security (CIP 43.9999)	New Enrollment Headcount	Graduates	Percentage of Graduates Employed In Field
Required	17	10	75%
Reported	28	4	53%

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

Condition 2: According to the report, the program did not meet the graduation post-implementation requirement. There is no change in this figure from the original condition, only a request for the additional review period of 2013-14 through 2014-15.

Condition 3: Fifty-three percent of the graduates have secured employment upon graduation. This condition was not met.

Condition 4: The overall assessment of the program was sufficiently described and the condition met.

Not Meeting Conditions:

Chattahooche Valley Community College (2013 Report)

- Program: Associate in Applied Science and Certificate in Medical Assisting (CIP 51.0801)

Approved by Commission: June 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 10.
2. That the annual average number of graduates for the Academic Years 2008-09 through 2012-13 (five year average) will be at least 9.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That the institution provide information on accreditation of the program by the Commission on Accreditation of Allied Health Education Program (CAAHEP).
5. That the institution report on the passage rate of any graduates obtaining licensure related to the proposed program.
6. The information regarding the overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Associate in Applied Science and Certificate in Medical Assisting (CIP 51.0801)	New Enrollment Headcount	Graduates	Percentage of Graduates Employed In Field
Required	10	9	75%
Reported	54	14	36%

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

Condition 2: According to the report, the program did meet the graduation post-implementation requirement.

Condition 3: Thirty-six percent of the graduates have secured employment upon graduation. This condition was not met; the institution requests an additional review period of 2013-14 through 2014-15.

Condition 4: That the institution provide information on accreditation of the program by the Commission on Accreditation of Allied Health Education Program (CAAHEP). This condition has not yet been met.

Condition 5: That the institution report on the passage rate of any graduates obtaining licensure related to the proposed program. The college has met this reporting condition.

Condition 6: The overall assessment of the program was sufficiently described and the condition met.

Not Meeting Conditions:

Wallace Community College - Dothan (2013 Report)

- Program: Associate Applied Science in Criminal Justice (CIP 43.0107)

Approved by Commission: June 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 9.
2. That the annual average number of graduates for the Academic Years 2009-10 through 2012-13 (four year average) will be at least 11.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Associate Applied Science in Criminal Justice (CIP 43.0107)	New Enrollment Headcount	Graduates	Percentage of Graduates Employed In Field
Required	9	11	75%
Reported	132	7	69%

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

Condition 2: According to the report, the program did not meet the graduation post-implementation requirement. The institution is not requesting a revised graduation condition figure, rather an additional review period of 2013-14 through 2014-15 to meet the condition.

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Condition 3: Sixty-nine percent of the graduates have secured employment upon graduation. This condition was not met.

Condition 4: The overall assessment of the program was sufficiently described and the condition met. (Student Job title WorkKeys scores were provided as well as in support of meeting this condition.)

INFORMATION ITEM 16: Implementation of Approved Programs

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

Staff Recommendation: For information only.

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

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

Auburn University

Program: Soil, Water, & Environmental Science, MS/
MAgric, CIP 01.1102
Approval date: September 13, 2013
Implementation date: January 2014 (on schedule)
Post-implementation report date: February 1, 2019.

Program: Turfgrass Management, MTM, CIP 01.1102
Approval date: December 6, 2013
Implementation date: January 2014 (on schedule)
Post-implementation report date: February 1, 2019

Alabama State University

Program: Forensic Biology, BS, CIP 43.0111
Approval date: September 13, 2013
Implementation date: January 2014 (on schedule)
Post-implementation report date: February 1, 2019.

The University of South Alabama

Program: Educational Leadership, EdD, CIP 13.0401
Approval date: March 15, 2013
Implementation date: May 2014 (on schedule)
Post-implementation report date: June 1, 2019

The University of South Alabama (continued)
Program: Health Informatics, BS, CIP 51.2706
Approval date: September 13, 2013
Implementation date: January 2014 (on schedule)
Post-implementation report date: February 1, 2019.

Program: Music, MM, (CIP 50.0901)
Approval date: December 7, 2012
Implementation date: May 2014 (on schedule)
Post-implementation report date: June 1, 2019

Programs Not Implemented:

Commission approval has expired for the following programs that were not implemented by the implementation deadline.

None.

Supporting Documentation:

“Guidelines on Implementation of a New Program,” adopted by the Commission on October 12, 2001, revision approved on September 23, 2005. Available upon request.

INSTITUTIONS OF HIGHER EDUCATION

