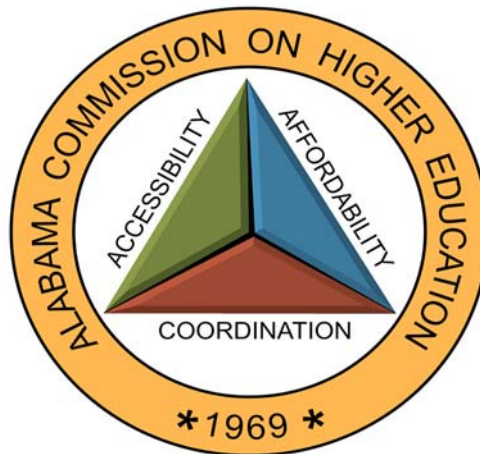


Alabama Commission on Higher Education
RSA Union Building, 100 North Union Street, Room 782
Montgomery, Alabama 36104
Office: 334-242-1998
Fax: 334-242-0668
Website: www.ache.alabama.gov

COMMISSION MEETING

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



March 20, 2015
10:00 a.m.

Alabama Commission on Higher Education

2015 Committee Structure

Executive Committee

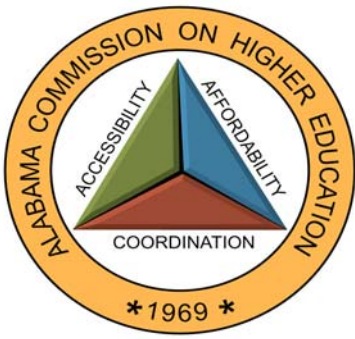
Drew Linn, Chair
Larry Hughes, Vice-Chair
Sydney Raine
Charles Ball

Instructional Affairs Committee

Sydney Raine, Chair
Karen Clametti
Charles Sanders
William Powell
Stan Pylant

Finance & Accountability Committee

Charles Ball, Chair
William Jones
Larry Hughes
Missy Smith
Darius Foster
Patricia McGriff



AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

March 20, 2015

10:00 a.m.

- I. **Call to Order**
- II. **Roll Call of Members and Determination of Quorum**
- III. **Approval of Agenda**
- IV. **Consideration of Minutes of December 5, 2014** 1
- V. **Chairman’s Report**
- VI. **Executive Director’s Report**
- VII. **Discussion Items**
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X. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

December 5, 2014

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, December 5, 2014 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Linn called the meeting to order at 10:00 a.m.

Commissioner Linn welcomed presidents, institutional representatives, and guests.

II. Roll Call of Members and Determination of Quorum

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

III. Approval of Agenda

RESOLVED: Commissioner Ball moved for approval of the agenda. Commissioner Raine seconded. Motion carried. The agenda was approved.

IV. Consideration of Minutes of September 12, 2014

RESOLVED: Commissioner Calametti moved for approval of the September 12, 2014 minutes. Commissioner Powell seconded. Motion carried. The minutes were approved.

V. Chairman's Report

Commissioner Linn announced the publication of the 2013-14 ACHE Annual Report. He encouraged the Commissioners and the public to read the report. He commended Ms. Margaret Gunter and the staff for a job well done.

He wished everyone a safe and happy holiday season.

VI. Executive Director's Report

Dr. Fitch reiterated that the ACHE Annual Report is on the website and available for viewing. He pointed out that many of the annual reports that will be presented at this meeting are reflected in ACHE's report.

He indicated that the State Plan for Higher Education will be released at the March, 2015 meeting of the Commission. He stated that the Plan focused on five priorities and one of the things the report will show is the number of STEM students at the institutions increased approximately twenty-four (24%) percent. He thanked the institutions for their participation.

He also stated that the Tenth Quadrennial Review of the Commission is being conducted by the Association of Governing Boards. The evaluation team conducted several surveys and have met with Presidents, Commissioners, program directors, legislators, and the Governor's staff. The final report will be presented to the Commission at the March, 2015 meeting.

VII. Discussion Items

A. Annual Report: Alabama Articulation & General Studies Committee

Dr. Sharron Herron-Williams, Chair, Articulation & General Studies Committee (AGSC), reported that within the last year, AGSC/STARS has reached more than 1 million users. She thanked the legislature for having the foresight to believe that there was value in establishing a committee of this nature and for expanding the reach of the AGSC/STARS program to the citizens of Alabama. She informed the Commission that 2014 is the 20th anniversary of the program.

The 2013-14 AGSC/STARS Annual Report was distributed to the Commissioners. A copy is attached. The report includes a list of priorities for FY2014-15. In addition, other priorities the AGSC will be discussing are the reverse transfer process and the initiation of an external review of the AGSC/STARS program.

Dr. Williams stated that Dr. Mark Heinrich, Chancellor-ADPE, and Dr. John Schmitz-formerly TU, petitioned the Commission as well as the state Legislature to increase the AGSC/ STARS budget. As a result of their efforts, along with members of the AGSC Committee, AGSC/STARS was granted a \$200,000 budget increase which has helped staff to improve outreach to students at the two and four-year institutions. She indicated that the more people learn about the STARS program and about the transfer guide, the more success is achieved.

She expressed special thanks to Dr. Keith Sessions, Executive Director AGSC/STARS and the STARS staff for the service they provide to the students of the State of Alabama and for handling the day to day operations of the STARS system.

Commissioner Linn thanked Dr. Williams and AGSC/STARS for their work.

B. Annual Report: U.S. Department of Education No Child Left Behind (NCLB) Title II [P.L. 107-110] FY 2013-2014 / Announcement of Competitive Grant Awards FY 2014-2015

Dr. Conely reported that the NCLB program is a program to improve teaching in kindergarten through 12th grade. A portion of the overall appropriation is granted to state higher education agencies, such as ACHE, to provide teacher professional development.

He recognized Dr. Jeanette Fresne-Associate Professor of Music, University of South Alabama (USA) and Ms. Martha Lockett-Executive Director, Alabama Institute for Education in the Arts, who serve as co-directors of the "Comprehensive Arts in

Education” project, which is a multi-disciplinary program that provides professional development through the various arts for teachers in the state. Dr. Fresne and Ms. Lockett explained the project and its impact across the state. The project has been awarded annual grants to USA jointly with the Alabama Institute for Education in the Arts, a non-government agency, for the past 18 years.

Following their presentation, Dr. Conely explained that the NCLB proposals were reviewed and screened first by staff and then reviewed and ranked by external evaluators. The staff’s recommendation along with the external evaluators rankings were given to a subcommittee of Commissioners (Hughes and Powell) for final recommendation to the full Commission. A list of the NCLB grants for FY2014-15 was distributed to Commissioners. A copy is attached.

Commissioner Linn thanked the staff, Dr. Frense, Ms. Lockett and Commissioners Hughes and Powell for their work.

C. Annual Report: Non-Resident Institutional Review Activities for Calendar Year 2014

Dr. French reported that there are 261 non-resident institutions operating in Alabama. A *Profile* inventory of these institutions was distributed to Commissioners. A copy is attached. A listing frequently updated is also available on the Commission’s website.

There are more than 4,000 programs of study being offered, more than 5,000 students enrolled in on-site facilities, and more than 32,000 students (Alabama residents) taking online programs from out-of-state institutions. She stated that in 1979 an amendment was added to the Commission’s statute requiring the review of programs of any institution operating outside the state. The Commission has been involved with the programmatic review component of these institutions since the mid-1980s and works in conjunction with the Alabama Department of Postsecondary Education, which is the licensure agency, to articulate the programmatic review and the licensure process to those institutions to operate in the state of Alabama.

After questions and lengthy discussion from Commissioners regarding: 1) tracking the number of graduates (Raine); 2) tuition paid by Alabama students to out-of-state institutions (Smith); 3) revenue comparison of Alabama to surrounding states (Smith); 4) increased regulation of out-of-state institutions (McGriff); 5) complaint/appeals process for students (McGriff); 6) number of institutions disapproved annually (Powell); 7) total amount of program review fees collected annually by ACHE (Smith); and 8) accrediting agency requirements imposed by ACHE (Jones), Commissioner Raine recommended that a subcommittee of the Commission study the concerns of the Commissioners as it relates to the non-resident review process.

Dr. French pointed out to the Commissioners that the Commission has also been a part of the national discussion on reciprocity. In April 2014 there was legislation passed that modified the Alabama Private School license law to allow Alabama to participate in the SREB regional reciprocity known as SECRRRA (SREB Electronic Campus Reciprocity Agreement). Alabama institutions are eligible to participate fully in a regional reciprocity agreement within these 16 southern states. In order to

monitor the scope of activity in Alabama, the Commission requires institutions that want to offer programs in Alabama through SECRRRA, to go through a registration process. Currently, there are approximately 11 institutions in five states that took advantage of the registration process.

The staff report includes the Executive Order issued by Governor Bentley on October 1 that has established a committee to study national reciprocity for Alabama. Currently there is nothing to report on the committee's progress.

D. Annual Report: Alabama Experimental Program to Stimulate Competitive Research (EPSCoR)

Dr. Chris Lawson, Executive Director, EPSCoR distributed a copy of the 2013-2014 EPSCoR Annual Report, along with *Volume 7, Graduate Research Scholars Program (GRSP)* publication. A copy of these reports are attached.

He explained that the Alabama EPSCoR objective is to provide a highly trained workforce to fuel the growth of high technology companies in Alabama. The Alabama EPSCoR GRSP is designed to attract the best and brightest graduate students and increase Alabama's high-tech human resources. As of December 2014, a total of 39 M.S. degrees and 111 Ph.D. degrees have been awarded to 203 recipients of GRSP awards.

Dr. Lawson introduced Dr. John Smith, GRSP graduate, who received his Ph.D. in Materials Science and Engineering at UAB. Dr. Smith explained his work as Project Engineer in the heavy transportation industry at Fontaine Engineered Products in Jasper, Alabama. He merges mechanical design with composite materials to develop new applications for advanced materials and new automation and control systems.

Commissioner Linn thanked Dr. Lawson and Dr. Smith for their presentations.

E. Annual Report: Alabama Commission on Higher Education 2013-2014

Ms. Margaret Gunter stated that an electronic version of the 2013-14 ACHE Annual Report has been forwarded to the Commissioners. A copy is attached. The report, which outlines the activities of the Commission during the 2013-14 fiscal year, will also be circulated to the Governor and the Legislature.

Commissioner Linn encouraged everyone to read the report which is also available on the ACHE website.

VIII. Decision Items

A. Executive Budget Request for FY 2015-2016

Ms. Veronica Harris 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 Raine seconded. 10 voted Yes. 1 voted No. Motion passed.

B. Consolidated Budget Recommendation for FY 2015-2016

Ms. Susan Cagle 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. Hughes seconded. Motion passed.

C. Report on the Facilities Master Plan & Capital Projects Requests for FY 2015-2016 - FY 2019-2020

Ms. Susan Cagle presented the staff recommendation to the Commission with a recommendation for approval.

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

D. Academic Programs

1. Athens State University, Master of Science in Global Logistics and Supply Chain Management (CIP 52.0203)

Dr. Lenny Lock 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. Raine seconded. Motion passed.

2. University of Alabama in Huntsville, Master of Science in Supply Chain and Logistics Management (CIP 52.0203)

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

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

3. University of Alabama in Huntsville, Master of Science in Management Science - Business Analytics (CIP 52.1301)

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

RESOLVED: Commissioner Pylant moved that the Commission accept the staff recommendation for approval. Calametti seconded. Motion passed.

4. University of Alabama in Huntsville, Master of Science in Management - Human Resource Management (CIP 52.0201)

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

RESOLVED: Commissioner Pylant moved that the Commission accept the staff recommendation for approval. Calametti seconded. Motion passed.

5. University of Alabama in Huntsville, Bachelor of Science in Kinesiology (CIP 31.0505)

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

RESOLVED: Commissioner Raine moved that the Commission accept the staff recommendation for approval. Calametti seconded. Motion passed.

6. University of North Alabama, Bachelor of Science in Culinary, Nutrition and Hospitality Management (CIP 12.0599)

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

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

7. Wallace State Community College-Hanceville, Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)

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

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

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

1. Athens State University, Addition of an Option in Public History to the Existing BA in History (CIP 54.0101)

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

RESOLVED: Commissioner Pylant moved that the Commission accept the staff recommendation for approval. Smith seconded. Motion passed.

2. Athens State University, Addition of an Option in Public History to the Existing BS in Social Science (CIP 45.0101)

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. Raine seconded. Motion passed.

3. University of South Alabama, Addition of a Concentration in Performance (Percussion) to the MM in Music (CIP 50.0901)

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

RESOLVED: Commissioner Pylant moved that the Commission accept the staff recommendation for approval. Calametti seconded. Motion passed.

4. University of South Alabama, Alteration of the BA in Communications (CIP 09.0101)

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

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

5. University of Alabama in Huntsville, Establishment of the College of Education

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

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

6. University of Alabama in Huntsville, Establishment of the Rise School within the College of Education

Ms. Margaret Pearson 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. Raine seconded. Motion passed.

7. University of Alabama at Birmingham, Addition of Tracks in Health Information Credential, Healthcare Data Analytics, and Healthcare User Experience to the Existing MSHI in Health Informatics (CIP 51.0799)

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

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

8. Alabama A&M University, Addition of an Option in Logistics and Supply Chain Management to the Existing MBA in Business Management Administration (CIP 52.0201)

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

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

9. Auburn University at Montgomery, Addition of an Option in Photography to the Existing BA in Fine Arts (CIP 50.0701)

Dr. Lenny Lock 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. Pylant seconded. Motion passed.

10. Auburn University at Montgomery, Establishment and Creation of Seven (7) Colleges and Departments

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. Calametti seconded. Motion passed.

11. University of North Alabama, Addition of an Concentration in Higher Education Administration to the Existing MPrS in Professional Studies (CIP 30.0000)

Dr. Lenny Lock 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. Pylant seconded. Motion passed.

12. Trenholm State Technical College, Addition of an Option in Refrigeration to the Existing AAT in Air Conditioning and Refrigeration (CIP 15.0501)

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

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

F. Request to Amend Post-Implementation Conditions

1. Trenholm State Technical College, Associate in Applied Technology in Diagnostic Medical Sonography (CIP 51.0910)

Dr. Lenny Lock 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. Sanders seconded. 10 voted Yes. 1 voted No. Motion passed.

2. Northeast Alabama Community College, Associate in Applied Science and Certificate in Criminal Justice Technology (CIP 43.0107)

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

RESOLVED: Commissioner Pylant moved that the Commission accept the staff recommendation for approval. Calametti seconded. 9 voted Yes. 2 voted No. Motion passed.

IX. Information Items

RESOLVED: Commissioner Ball moved to accept Information Items 1 through 19. Commissioner Hughes seconded. Motion carried.

1. University of Alabama at Birmingham, Merger of Centers in the School of Medicine
2. University of Alabama at Birmingham, Closure of Centers within the Collat School of Business, the College of Arts and Sciences, the School of Dentistry, the School of Medicine, and the School of Nursing
3. Auburn University at Montgomery, Establishment of an Articulation Agreement between the University of Montevallo and AUM
4. Jacksonville State University, Establishment of the Research Center for Veteran Support Services
5. Alabama State University, Graduate School Naming
6. University of South Alabama, Change in the Name of the Department of Dramatic Arts to the Department of Theatre and Dance
7. University of Alabama in Huntsville, Change in the name of the Center for Information Assurance to the Center for Cybersecurity Research & Education
8. University of Alabama in Huntsville, Closure of Four Research Centers

9. University of South Alabama New Exempt Off-Campus Site
10. Central Alabama Community College New Exempt Off-Campus Site
11. Alabama State University, New-Off Campus Program - Bachelor of Science in Psychology, (CIP 42.0101) at Wallace State Community College (Selma)
12. Auburn University at Montgomery, Change in the names of the School of Education to the College of Education; the Department of Accounting to the School of Accountancy; the Department of Communication and Dramatic Arts to the Department of Communication and Theatre; and the Department of Sociology to the Department of Sociology, Anthropology, and Geography
13. Jacksonville State University, Combining Two Degree Options into one MSE degree for both Traditional and Alternative Programs (CIP 13.1001)
14. Annual Off-Campus Site Follow-up Report for Academic Year 2013-2014
15. Changes to the Academic Program Inventory
16. Implementation of Non-Degree Programs at Senior Institutions
17. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
18. Summary of Post-Implementation Reports
19. Implementation of Approved Programs

X. Adjournment

The meeting was adjourned at 12:15 p.m. The next meeting of the Commission is scheduled for March 20, 2015.

Drew Linn, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2015.

Gregory G. Fitch, Executive Director

Notary Public

DECISION ITEM A: Resolution: Endorsement of the Governor's Executive Order Number 48 as Amended (December 9, 2014).

Executive Summary

Reason for Action: To endorse the tenets of Executive Order Number 48 issued by the Governor as amended on December 9, 2014 and pledge support of the Reciprocity Committee as it deliberates and seeks resolution of pending issues for Alabama's participation in SARA (State Authorization Reciprocity Agreement).

Rationale: On October 15, 2014, Governor Bentley issued an Executive Order appointing the Chancellor of the University of Alabama System, the President of Auburn University, the President of the University of South Alabama, and the Chancellor of the Alabama Community College System as members of a "Reciprocity Committee" empowered to appoint and direct the lead negotiator for the State of Alabama in negotiating reciprocal agreements with other states with respect to the offering of educational services in other states and to allow institutions of higher education to make such offerings in this state. The Chancellor of the University of Alabama System was appointed to serve as Chair of the "Committee."

It is the responsibility of the Alabama Commission on Higher Education (ACHE) to establish policies and procedures for reviewing and approving or disapproving all proposed postsecondary credit courses offered in the State of Alabama by any non-Alabama institution of education. Ala. Admin. Code (Commission on Higher Education) r. 300-2-1.02.

On February 26, 2015, the agenda of the Instructional Affairs Committee included a discussion of federal and state authorization requirements, the Commission's protocols for review of non-resident institutions and the proposed State Authorization Reciprocity Agreement (SARA). Members of the Committee requested that a Resolution be prepared endorsing the Governor's Executive Order which positions Alabama and its institutions to participate in SARA.

DECISION ITEM A: Resolution: Endorsement of the Governor's Executive Order Number 48 as Amended (December 9, 2014).

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

Staff Recommendation: That the Commission endorse the tenets of Executive Order Number 48 issued by the Governor as amended on December 9, 2014 and pledge support of the Reciprocity Committee as it deliberates and seeks resolution of pending issues for Alabama's participation in SARA (State Authorization Reciprocity Agreement).

Background: Under the State Authorization Reciprocity Agreement (SARA), a national system for interstate reciprocity has been created based on the voluntary "participation" of both states and their institutions.

Administration: SARA is administered by the four existing regional higher education compacts and is overseen by a newly created National Council.

State Requirements: States that choose to join SARA are required to designate a single "portal agency", the official point of contact for the regional compacts and other states. The portal agency must be a governmental entity and must demonstrate the legal authority under state law to enter an interstate agreement on behalf of the state.

Institutional Requirements: Institutions participating in SARA must be approved by the portal agency. Approval requires the institution to certify that its principal campus is located in a state (known as the home state) which has joined SARA, that it is accredited by an accreditor recognized by the U. S. Secretary of Education, and that it meets certain federal financial aid responsibility scores.

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review of non-resident institutions and the proposed State Authorization Reciprocity Agreement (SARA). Members of the Committee requested a Resolution be prepared endorsing the Governor's Executive Order which positions Alabama and its institutions to participate in SARA.

National and State Calendar of Events/Timeline.

October 2010. The U.S Department of Education issued its Program Integrity Rules, rules that required institutions to provide documentation of their compliance with statutory requirements in any state in which they operated in order to be eligible for federal funds.

June 2012. The Commission on Regulation of Postsecondary Distance Education, chaired by former U. S. Secretary of Education, Richard Riley, was established under the auspices of the Association of Public and Land-grant Universities (APLU) and the State Higher Education Executive Officers (SHEEO).

January 2013: Governor's letter to SREB offering Alabama's support and participation in SREB's Electronic Campus Regional Reciprocity Agreement (SECRRRA).

March 4, 2013: Staff of the Governor's office, the Alabama Department of Postsecondary Education and the Commission on Higher Education met to discuss implications of state reciprocity.

April 16-17, 2013: A delegation of representatives from Alabama attended the Educational Symposium on Establishing a State Authorization Reciprocity Agreement (SARA) hosted by the President's Forum and the Council of State Governments in Indianapolis.

The Commission on Regulation of Postsecondary Distance Education issued its report, *Advancing Access Through Regulatory Reform: Findings, Principles, And Recommendations For The State Authorization Reciprocity Agreement (SARA)*. The report, which draws heavily on previous initiatives by the Presidents' Forum and the Council of State Governments as well as regional compacts, introduced a blueprint for regulatory reform that: 1) Provides unrestricted access for all participating institutions (public, private, non-profit, and for profit) in authorized states participating in regional compacts; and 2) Proposes prescriptive eligibility criteria for participation by states and institutions.

Legislative Session 2013: Amendment to the Commission's statute (Section 16-5-10 (14) exempting "units or programs approved by regional accrediting authorities located in states participating in reciprocity agreements entered into by the

governor or the commission.” Act 2013-368, Ala. Code Section 16-5-10 (14) (1975).

Legislative Session 2014: Amendment to the statute of the Alabama Department of Postsecondary Education indicating that “any out of state nonprofit entity that offers online programs of instruction, is approved by a regional accreditation authority, and is located in a state participating in a regional authorization reciprocity agreement approved by the Governor.” Act 2014-330, Ala. Code Section 16-46-3 (8)(1975)

July 2014. Commission on Higher Education initiated the registration process for institutions participating under the Southern Regional Education Board Electronic Campus Reciprocity Agreement (SECRRRA).

October 15, 2014: Executive Order Number 48 issued by Governor Bentley.

December 9, 2014: Executive Order Number 48 Amendment One issued by Governor Bentley.

February 26, 2015. Meeting of the Commission’s Instructional Affairs Committee and proposed Resolution in support of Executive Order Number 48 as amended which positions Alabama and its institutions to participate in SARA.

Supporting Documentation:

Resolution: Endorsement of the Governor Bentley’s Executive Order Number 48 As Amended
Executive Order Number 48 (October 15, 2014)
Executive Order Number 48, Amendment One (December 9, 2014)

ALABAMA COMMISSION ON HIGHER EDUCATION

RESOLUTION

ENDORSEMENT OF THE GOVERNOR'S EXECUTIVE ORDER NUMBER 48 AS AMENDED
(DECEMBER 9, 2014)

WHEREAS, it is the responsibility of the Alabama Commission on Higher Education (Commission) to establish policies and procedures for reviewing and approving or disapproving all proposed postsecondary credit courses offered in the State of Alabama by any non-Alabama institution of education; and

WHEREAS, these institutions must also be licensed or statutorily exempt from licensure to do business by the Alabama Department of Postsecondary Education; and

WHEREAS, an interagency Memorandum of Agreement designed for cooperation and articulation between the Commission and the Alabama Department of Postsecondary Education exists; and

WHEREAS, the Commission acknowledges both regional and national accreditation recognized by the United States Department of Education and extends approval to non-resident institutions accordingly; and

WHEREAS, the Commission extends approval to for-profit, public, and non-profit non-resident institutions based upon its protocols for programmatic review; and

WHEREAS, the Commission currently participates and supports the regional reciprocity agreement: Southern Regional Education Board Electronic Campus Regional Reciprocity Agreement (SECRRA).

BE IT RESOLVED, that the Commission endorse the tenets of the Governor's Executive Order #48 as amended on December 9, 2014 and pledge its support to the Reciprocity Committee as it deliberates and seeks resolution of pending issues for Alabama's participation in SARA (State Authorization Reciprocity Agreement).

BE IT FINALLY RESOLVED, that this resolution shall become a part of the minutes of the March 20, 2015 meeting of the Commission.

Drew Linn, Chair
Alabama Commission on Higher Education

Gregory G. Fitch
Executive Director

DECISION ITEM B: Approval of Revised Proposal for a New Degree Program Application Tool and Format

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

Staff Recommendation: That the Commission approve the proposed revised proposal for a new degree program application tool and format.

Background: The current new degree program application tool and format has been utilized for well over ten years. The proposed revisions in the application tool do not change any policies or processes. All program review components and implementation expressed in ACHE's Planning and Coordination Administrative Code, Chapter 300-2-1-.03 remain unchanged.

A draft of the new application tool was prepared by ACHE staff and distributed to the Alabama Council of Graduate Deans (ACGD), Council of Alabama University Chief Academic Officers (CUCAO), and other interested parties for comment. The ACHE staff draft document was then refined based upon this input. At the Instructional Affairs Committee meeting held on February 26, 2015, the proposed application tool was reviewed and unanimously supported by the Committee members. Currently, the undergraduate (form date – August 2001) and graduate application tools (form date – December 2002) are separate; in the proposed revision they are combined into one document.

Rationale: Internal ACHE staff review of the current new degree program application tool and format indicated areas that would improve, streamline, and further clarify the application, as well as make the tool more user amenable; thereby improving efficiencies for both ACHE and institution staff. Additionally, a wide range of institution feedback about the current application tool expressed interest in revising the current application tool and format.

Supporting Documentation:

1. Proposed Proposal for a New Degree Program, attached.
2. "Program Review," "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.
3. Current Undergraduate Proposal for a New Degree Program, attached.
4. Current Graduate Proposal for a New Degree Program, attached.

Attachment 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW DEGREE PROGRAM - Proposed

Please check one: Baccalaureate Program Graduate Program

A. General Information

1. Institution:

2. Institutional Contact Person:
Title:
Telephone:
E-mail:

3. Program Identification--
Field of Study/ Program Title:
Degree:
CIP Code:

4. Date of Proposal Submission:

5. Proposed Program Implementation Date:

6. Program Administration:
Name of College/School:
Name of Dean:
Name of Department:
Name of Chair:

Note: Please expand all response fields as necessary.

B. Program Purpose and Description

1. In no more than one paragraph describe the purpose of the proposed program. Please also include a brief statement regarding how the program's purpose is related to the University's mission and goals.

2. Please provide a description of the specific kinds of employment opportunities, post-graduate professional degree programs, and other graduate programs that will be available to the graduates.

3. Succinctly list at least four (4) but no more than seven (7) of the most prominent ***student learning outcomes*** of the program. These outcomes should lend themselves to subsequent review and assessment of program accomplishments.
 - 1)
 - 2)
 - 3)
 - 4)
 - 5)
 - 6)
 - 7)

C. Need for the Program

1. ***State need.*** Briefly describe why the program is specifically needed for the State of Alabama. (State need is considered a priority in the review process.)

2. ***Employment Opportunities.*** Based on your research on the employment market for graduates of this program, please complete the following excel file reporting the total projected job openings (including both growth and replacement

demands) in your local area, the state, the SREB region, and the nation. These job openings should represent positions that require graduation from a program such as the one proposed.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local						
State						
SREB						
Nation						

Please briefly describe your methodology for determining employment opportunities – projected job openings. Be sure to cite any data sources used in formulating these projections. The actual survey instrument, detailed results, and associated data file(s) must be maintained internally by the institution for five years from the implementation date. The survey upon which the proposal is based must be available for ACHE Staff examination upon request for that five year timeframe. The survey instrument, detailed results, or associated data file(s) should not be included in the proposal.)

3. Student Demand - Enrollment projection. Please briefly describe your methodology for determining enrollment projections. If a survey of student interest was conducted, please briefly describe the survey instrument, number and percentage of respondents, and summary of results. (The survey instrument, and associated data file(s) need not be included in the proposal. This proposal information should be maintained for ACHE Staff review for five years from the actual implementation date.)

D. Specific Rationale (Strengths) for Program

What is the specific rationale (strengths) for recommending approval of this proposal? List no fewer than three (3) and no more than five (5) potential program strengths.

- 1.
- 2.
- 3.

4.

5.

Please note that letters support may be included with the proposal.

E. Similar Programs

Using the ACHE Academic Program inventory found at
<http://www.ache.state.al.us/Content/Departments/Instruction/StudentInfo.aspx>

List below all programs at the same degree level (by institution) that utilize the same 6-digit CIP code as the one being requested in the program proposal.

Also, list any programs at other CIP codes that may be offering similar instruction.

If there are no similar programs place a “0/none” by 1. in the listing directly below.

Note: Institutions should consult with ACHE Staff during the NISP phase of proposal development to determine what existing programs are considered duplicative of the proposed program.

The following institutions offer similar programs at this level:

1.

2.

3.

4.

5.

6.

Please add numeration and list additional similar programs, if applicable.

If the program duplicates, closely resembles, or is similar to another program already offered in the State, provide justification for that duplication.

Also, if a graduate program, please identify and list any similar programs at institutions in other SREB states.

F. Collaboration With Other Institutions/Agencies

Does the institution plan on collaborating with other institutions in the delivery of this program?

Yes No

If yes, please indicate below which institutions and describe the basis of this collaboration.

If no, please indicate your reasons why.

G. Curriculum

1. Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

Credit hours required in major courses	_____
Credit hours required in minor	_____
Credit hours in institutional general education or core curriculum	_____
Credit hours required in support courses	_____
Credit hours in required or free electives	_____
Credit hours for thesis or dissertation	_____
Total credit hours required for completion	_____

2. Will this program be related to other programs at your institution?

If so, which ones and how?

3. Please identify any existing program, option, concentration or track that this program will replace at your institution.

dissertation, practicum or internship, some of which may carry credit hours included in the list above.

8. Does the program include any options/concentration. If so, please describe the purpose and rationale and list the courses in the option.

H. Program Review and Assessment

In the final analysis, the institution and its governing board are accountable for the quality, utility and productivity of this and all other programs of instruction.

With this in mind, please describe the procedures that will be used in assessing the program's outcomes.

Be sure to include:

1. An assessment process for the student learning outcomes;

2. A follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to a masters or doctoral program (graduate or professional).

I. Accreditation

If there is a recognized (USDE or CHEA) or other specialized accreditation agency for this program, please identify the agency and explain why you do or not plan to seek accreditation. If there is no accrediting or similar body for this degree program state as such in your response.

J. Instructional Delivery Method

1. Describe which instructional delivery methods will be utilized in delivering this program.

2. If distance technology is being utilized, indicate an approximate percent of the total program's courses offered that will be provided by distance education_____ %

3. If distance education is not being utilized, please explain why not.

K. Resource Requirements

1. Faculty. Do not attach the curriculum vitae of each existing or additional faculty members to this proposal. (The institution must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active.) *Please do provide a brief summary of Faculty and their qualifications specific to the program proposal.*

a) Please provide faculty counts for the proposed program:

Status	Faculty Type	
	Primary	Support
Current- Full Time		
Current-Part Time		
Additional-Full Time (to be hired)		
Additional-Part Time (to be hired)		

b) Briefly describe the qualifications of new faculty to be hired.

2. Equipment. Will any special equipment be needed specifically for this program?

Yes No

If "Yes", please list:

The cost of the new equipment should be included in the table following (Section K.).

3. Facilities. Will any new facilities be required specifically for the program?

Yes No

If "Yes", please list. Only new facilities need be listed. Their cost should be included in the table following (Section K.).

4. Library. Are there sufficient library resources to support the program?

Yes No

Please provide a brief description of the current status of the library collections supporting the proposed program.

If "No", please briefly describe how any deficiencies will be remedied; include the cost in the table following (Section K.).

5. Assistantships/Fellowships. Will you offer any assistantships specifically for this program?

Yes No

If "Yes", how many assistantships will be offered? Be sure to include the amount in the table following.

Number of assistantships offered

Be sure to include the cost of assistantships in the table following (Section K.).

6. Program Budget. The proposal projected that a total of \$ in estimated new funds will be required to support the proposed program.

A projected total of \$ will be available to support the new program.

L. New Academic Degree Program Proposal Summary Form

- In the following "NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY" table, please provide a realistic estimate of the costs of the program.
- This should only include the additional costs that will be incurred, not current costs.
- Indicate the sources and amounts of funds available for the program's support.

- DO NOT LEAVE ANY PORTION/SOURCES OF THE NEW FUNDS OR FUNDS AVAILABLE BLANK. ENTER "\$0" IF THERE ARE NO NEW FUNDS NEEDED OR NO FUNDS AVAILABLE.
- THERE MUST BE AN ACTUAL DOLLAR AMOUNT PROVIDED FOR TUITION, SINCE THOSE FIGURES REPRESENT PROJECTED ENROLLED STUDENTS.
- **If it is stated that new funds are requested or if it is a reallocation of resources, please explain directly below from what source(s) the funds for the proposed new program, (e.g. faculty, equipment, etc.) will be attained.**
- **If tuition is used to support the program, what start-up revenue source will be used to initiate the program.**

Also, include enrollment and completer projections.

- New enrollment headcounts are defined as **unduplicated** counts across years. For example, if "Student A" would be initially enrolled in the program in year 2, and again is enrolled in the program in years 4 and 5; "Student A" is only counted in the new enrollment headcount in year 2.
- Total enrollment headcounts represent the actual number of students enrolled (both part-time and full time each year. This is a **duplicated** count.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION _____

PROGRAM _____

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
FACULTY	_____	_____	_____	_____	_____	_____
LIBRARY	_____	_____	_____	_____	_____	_____
FACILITIES	_____	_____	_____	_____	_____	_____
EQUIPMENT	_____	_____	_____	_____	_____	_____
STAFF	_____	_____	_____	_____	_____	_____
ASSISTANTSHIPS	_____	_____	_____	_____	_____	_____
OTHER	_____	_____	_____	_____	_____	_____
TOTAL	_____	_____	_____	_____	_____	_____

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
INTERNAL REALLOCATIONS	_____	_____	_____	_____	_____	_____
EXTRAMURAL	_____	_____	_____	_____	_____	_____
TUITION	_____	_____	_____	_____	_____	_____
TOTAL	_____	_____	_____	_____	_____	_____

ENROLLMENT PROJECTIONS AND DEGREE COMPLETION PROJECTIONS

Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	Year 1	Year 2	Year 3	Year 4	Year 5	<u>5-YEAR AVERAGE</u>
FULL TIME HEADCOUNT	_____	_____	_____	_____	_____	_____
PART TIME HEADCOUNT	_____	_____	_____	_____	_____	_____
TOTAL HEADCOUNT	_____	_____	_____	_____	_____	_____
NEW ENROLLMENT HEADCOUNT	_____	_____	_____	_____	_____	_____
DEGREE COMPLETION PROJECTIONS	_____	_____	_____	_____	_____	<u>AVERAGE</u>

Attachment 2

Alabama Commission on Higher Education
PROPOSAL FOR A NEW BACCALAUREATE DEGREE PROGRAM – Current

A. General Information

1. Institution:
2. Date of Proposal Submission:
3. Institutional Contact Person:
 Telephone:
 Fax:
 E-mail:
4. Program Identification--
 Title:
 Degree:
 CIP Code:
5. Proposed Program Implementation Date:
6. Program Administration--
 College or School:
 Dean:
 Department:
 Chairperson:

B. Program Objectives and Content

1. List the objectives of the program as precisely as possible. The objectives should address specific needs the program will meet (institutional and societal) and the expected student learning outcomes and achievements. This is an extremely important part of the proposal. The objectives should lend themselves to subsequent review and assessment of program accomplishments.
2. How will this program be related to other programs at your institution?
3. Please identify any existing program, option, concentration or track that this program will replace.
4. Is it likely that this program will reduce enrollments in other programs at

your institution? If so, please explain.

5. List new courses that will be added to your curriculum specifically for this program. Indicate number, title and credit hour value for each course.

6. Program Completion Requirements

Credit hours required in major:

Credit hours required in minor (if applicable):

Credit hours in institutional general education or core curriculum:

Credit hours in required or free electives:

Total credit hours required for completion:

Describe any additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum or internship, some of which may carry credit hours included in the list above.

Please attach a typical four-year curriculum by semester to this proposal as Appendix A.

7. Accreditation

If there is a recognized (USDE or CHEA) specialized accreditation agency for this program, please identify the agency and explain why you do or do not plan to seek accreditation.

- C. Program Admissions Requirements, Enrollment Projections and Completion Projections

1. Describe briefly the criteria and screening process that will be used to select students for the program.
2. Please describe your methodology for determining enrollment projections. If a survey of student interest was conducted, please attach a copy of the survey instrument with a summary of results as Appendix B.

3. Provide a realistic estimate of enrollment at the time of program implementation and over a five-year period based on the availability of students meeting the criteria stated above.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Full-time Enrollment						
Part-time Enrollment						
FTE Enrollment						

4. Projected Program Completion Rates.

Please indicate the projected number of program graduates for the first five years.

Year 1	Year 2	Year 3	Year 4	Year 5	Total

D. Program Need Justification

1. Will the program satisfy a clearly documented need (institutional and societal) in an effective and efficient manner? If the program duplicates or closely resembles another program already offered in the State, can this duplication be justified? What characteristics of the identified need require that it be met by a new program rather than an existing program? *(Note: In explaining how the proposed program meets this criterion, an institution may refer to the criterion on collaboration and develop a response that addresses both criteria simultaneously).* For purposes of this criterion, duplication is defined as the same or similar six-digit CIP code and award level in the Commission's academic program inventory. Institutions should consult with the Commission staff during the NISP phase of proposal development to determine what existing programs are considered duplicative of the proposed program.
2. Based on your research on the employment market for graduates of this program, please indicate the total projected job openings (including both growth and replacement demands) in your local area, the state, the SREB region, and the nation. These job openings should represent positions that require graduation from a program such as the one proposed.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local						
State						
SREB						
Nation						

3. Please give a brief description of the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.
4. If the program is primarily intended to meet needs other than employment needs, please present a brief rationale.
5. If similar programs are available at other institutions in the state, will any type of program collaboration be utilized? Why or why not? What specific efforts have been made to collaborate with institutions to meet the need for this program? Address qualitative, cost, and access considerations of any collaboration that was considered.
6. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? If not, why? Address the quality, access and cost considerations of using distance technology in the program.

E. Program Resource Requirements

1. Number of currently employed qualified faculty who will teach in the program:

Primary Faculty--

Full-time:

Part-time:

Support Faculty--

Full-time:

Part-time:

Please attach a synopsis of the qualifications (degrees, experience, etc.) of each existing faculty member to this proposal as Appendix D. Do not attach entire curriculum vitae. This should be no more than one paragraph per faculty.

2. Number of additional qualified faculty who will be employed to teach in the program during the first five years:

Primary Faculty--

Full-time:

Part-time:

Support Faculty--

Full-time:

Part-time:

3. Briefly describe the qualifications of new faculty to be hired.
4. Briefly describe available and additional support staff that will be provided for the program.
5. Describe any special equipment that is necessary for this program, indicating what is currently available and what would be added, including the cost of any additional equipment.
6. Describe facilities required for the program, indicating what is currently available and any necessary renovations or additional facilities that would be added. Provide a cost estimate for any renovations or additions.
7. Using the Collection Assessment Manual of the Network of Alabama Academic Libraries (NAAL), provide an indication of the current status of the library collections supporting the proposed program. Please describe how any deficiencies will be remedied, including the cost of such remedies.

F. Costs and Financial Support of the Program

Provide a realistic estimate of the costs of the program. This should only include the additional costs that will be incurred, not current costs. All sources and amounts of funds for program support should be indicated.

Estimated New Funds Required to Support the Program

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Faculty*						
Library						
Facilities						
Equipment						
Staff						
Other						
Total						

*Additional faculty salaries should be shown in all five years

Sources and Amounts of Funds Available for Program Support

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Internal Reallocation						
Extramural						
Tuition						
Total						

G. Institutional Program Evaluation and Approval Process

Please describe the process used by your institution in its internal evaluation and approval of this program

H. Program Review and Assessment

Approval of this program will be on the basis of certain program outcomes agreed upon by the institution and the Commission. The outcomes will be based on the stated objectives of the program and enrollment and productivity projections. In the final analysis, the institution and its governing board are accountable for the quality, utility and productivity of this and all other programs of instruction. With this in mind, please describe the procedures that will be used in assessing program outcomes. Among other things, include an assessment process for student learning outcomes and a follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to graduate or professional programs.

Attachment 3

Alabama Commission on Higher Education
PROPOSAL FOR A NEW GRADUATE DEGREE PROGRAM – Current

A. General Information

1. Institution:
2. Date of Proposal Submission:
3. Institutional Contact Person:
Telephone:
Fax:
E-mail:
4. Program Identification--
Title:
Degree:
CIP Code:
5. Proposed Program Implementation Date:
6. Program Administration
College or School:
Dean:
Department:
Chairperson:

B. Program Objectives and Content

1. To facilitate review of the proposal, please classify the degree program (e.g. Post Baccalaureate Masters, Research Doctorate (Ph.D.), Applied/ Professional Doctorate (DPT, Ed.D., or DBA), ...). If desired, please elaborate in a short paragraph.
2. List the objectives of the program as precisely as possible. The objectives should address specific needs the program will meet (institutional and societal) and the expected student learning outcomes and achievements. This is an extremely important part of the proposal. The objectives should lend themselves to subsequent review and assessment of program accomplishments.
3. Will this program be related to other graduate programs at your institution? If so, how?

4. Please identify any existing program, option, concentration or track that this program will replace.
5. Is it likely that this program will reduce enrollments in other graduate programs at your institution? If so, please explain.
6. List new courses that will be added to your curriculum specifically for this program. Indicate number, title and credit hour value for each course.
7. Please list any existing undergraduate programs at the institution which are directly or indirectly related to the proposed graduate program. If this is a doctoral proposal, also list related master's programs at your institution.
8. Program Completion Requirements--
Credit hours required in major courses:
Credit hours required in support courses:
Credit hours in required or free electives:
Credit hours for thesis or dissertation:

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.

Please attach a typical curriculum by semester to this proposal as Appendix A.

9. Accreditation

If there is a recognized (USDE or CHEA) specialized accreditation agency for this program, please identify the agency and explain why you do or not plan to seek accreditation.

C. Program Admissions Requirements, Enrollment Projections and Completion Projections

1. Describe briefly the criteria and screening process that will be used to select students for the program.
2. Please describe your methodology for determining enrollment projections. If a survey of student interest was conducted, please attach a copy of the survey instrument with a summary of results as Appendix B.

3. Provide a realistic estimate of enrollment at the time of program implementation and over a five-year period based on the availability of students meeting the criteria stated above.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Full-time Enrollment						
Part-time Enrollment						
FTE Enrollment						

4. Projected Program Completion Rates.

Please indicate the projected number of program graduates for the first five years.

Year 1	Year 2	Year 3	Year 4	Year 5	Total

D. Program Need Justification

1. Will the program satisfy a clearly documented need (institutional and societal) in an effective and efficient manner? If the program duplicates or closely resembles another program already offered in the State, can this duplication be justified? What characteristics of the identified need require that it be met by a new program rather than an existing program? *(Note: In explaining how the proposed program meets this criterion, an institution may refer to the criterion on collaboration and develop a response that addresses both criteria simultaneously).* For purposes of this criterion, duplication is defined as the same or similar six-digit CIP code and award level in the Commission's academic program inventory. Institutions should consult with the Commission staff during the NISP phase of proposal development to determine what existing programs are considered duplicative of the proposed program.
2. Based on your research on the employment market for graduates of this program, please indicate the total projected job openings (including both growth and replacement demands) in your local area, the state, the SREB region, and the nation. These job openings should represent positions that require graduation from a program such as the one proposed.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local						
State						
SREB						
Nation						

3. Please give a brief description of the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.
4. If the program is primarily intended to meet needs other than employment needs, please present a brief rationale.
5. If similar programs are available at other institutions in the state, will any type of program collaboration be utilized? Why or why not? What specific efforts have been made to collaborate with institutions to meet the need for this program? Address qualitative, cost, and access considerations of any collaboration that was considered.
6. Please identify any similar programs at institutions in other SREB states. If the proposal is for a doctoral program, also identify similar programs in the nation.
7. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? If not, why? Address the quality, access and cost considerations of using distance technology in the program.

E. Program Resource Requirements

1. Number of currently employed qualified faculty who will teach in the program:

Primary Faculty--

Full-time:

Part-time:

Support Faculty--

Full-time:

Part-time:

Please attach the curriculum vita of each existing faculty member to this proposal as Appendix D.

2. Number of additional qualified faculty who will be employed to teach in the program during the first five years:

Primary Faculty--

Full-time:

Part-time:

Support Faculty--

Full-time:

Part-time:

3. Briefly describe the qualifications of new faculty to be hired.
4. Briefly describe available and additional support staff that will be provided for the program.
5. Describe any special equipment that is necessary for this program, indicating what is currently available and what would be added, including the cost of any additional equipment.
6. Describe facilities required for the program, indicating what is currently available and any necessary renovations or additional facilities that would be added. Provide a cost estimate for any renovations or additions.
7. Using the Collection Assessment Manual of the Network of Alabama Academic Libraries (NAAL), provide an indication of the current status of the library collections supporting the proposed program. Please describe how any deficiencies will be remedied, including the cost of such remedies.
8. How many assistantship/fellowship stipends will be provided and what will be the range of support involved?

F. Costs and Financial Support of the Program

Provide a realistic estimate of the costs of the program. This should only include the additional costs that will be incurred, not current costs. All sources and amounts of funds for program support should be indicated.

Estimated New Funds Required to Support the Program

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Faculty*						
Library						
Facilities						
Equipment						
Staff						
Assistantships/ Fellowships						
Other						
Total						

*Additional faculty salaries should be shown in all five years

Sources and Amounts of Funds Available for Program Support

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Internal Reallocation						
*Extramural						
Tuition						
Total						

*Attach a statement identifying actual or probable sources of extramural funds for the program as Appendix E. Be as specific as possible.

G. Institutional Program Evaluation and Approval Process

1. Please describe the process used by your institution in its internal evaluation and approval of this program.

2. It is expected that the institution will utilize one or more external consultants for all doctoral program proposals and the more esoteric or unusual master's programs. Please attach the consultant's report as Appendix F.

H. Program Review and Assessment

Approval of this program will be on the basis of certain program outcomes agreed upon by the institution and the Commission. The outcomes will be based on the stated objectives of the program and enrollment and productivity projections. In the final analysis, the institution and its governing board are accountable for the quality, utility and productivity of this and all other programs of instruction. With this in mind, please describe the procedures that will be used in assessing program outcomes. Among other things, include an assessment process for student learning outcomes and a follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to a doctoral program.

<u>DECISION ITEM C:</u>	<u>Approval of Guidelines for Instructional Role 2015-19</u>
<u>Staff Presenter:</u>	Dr. Lenny Lock Director of Instruction and Special Projects
<u>Staff Recommendation:</u>	That the Commission approve the proposed Guidelines for Instructional Role 2015-19.
<u>Background:</u>	<p>The current Guidelines for Instructional Role 2010-15 are in effect within 2015 until the Commission approves new guidelines. The current guidelines were approved June 18, 2010; with revision to templates incorporating CIP 2010 changes approved December 10, 2010. The proposed Guidelines would be in effect from October 1, 2015 through September 30, 2019.</p> <p>The proposed new guidelines represent a refinement and clarification of role and scope as related to elevating a single discipline to a higher degree level as well as expansion of institutional role to higher degree level.</p> <p>A draft of the proposed Guideline for Instructional Role 2015-19 was prepared by ACHE staff and distributed to the Alabama Council of Graduate Deans (ACGD), Council of Alabama University Chief Academic Officers (CUCAO), and other interested parties for comment. The ACHE staff draft document was then refined based upon this input. At the Instructional Affairs Committee meeting held on February 26, 2015 the proposed New Guidelines for Instructional Role 2015-19 was reviewed and unanimously approved by the Committee members.</p>
<u>Rationale:</u>	<p>Internal ACHE staff review of the current Guidelines 2010-15 indicated areas in need of refinement and further clarity particularly related to the definition of strategic benefit, the role of the staff recommendation in this context, and the process and parameters of a single discipline change relative to an expansion of institutional role to a higher degree level.</p> <p>By clarifying policy, the proposed Guidelines will further assist institutions that may be interested in pursuing a single discipline and/or a role expansion to a higher degree level. The proposed guidelines also provide further clarity and direction to ACHE staff regarding their role and further detail the parameters and criteria for review of these submissions.</p>

Supporting Documentation:

1. Guidelines for Instructional Role 2015-19 (proposed), attached.
2. Guidelines for Instructional Role 2010-15 (current), attached.
3. "Additional Powers and Duties of the Commission" Code of Alabama (Commission on Higher Education), Section 16-5-10. Available upon request.

Attachment 1

Alabama Commission on Higher Education

GUIDELINES FOR INSTRUCTIONAL ROLE FOR 2015-19 – Proposed

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

Instructional role is defined as the matrix of academic subdivision groupings (ASG) and degree award levels approved for a university or two-year college by the Commission. For the 2015-19 planning period, there will be two instructional role matrix templates, one for universities and one for two-year colleges (refer to Appendix A). Each institution's instructional role matrix will be generated by applying the programs in the Commission's academic program inventory to the appropriate instructional role matrix template. Cells in the matrix will either be empty or display an "X". Empty cells are not considered within the institution's current role, and "X" cells indicate that the ASG and degree level are within the institution's role and that at least one program is currently offered.

Role Expansion: Role expansion is defined as approval of a new program proposal that would: a) replace an empty cell on an institution's matrix with an "X," and/or b) add a new CIP code to the instructional role matrix template. Role expansion can occur by expanding to a higher degree level and/or expanding to a new academic subdivision grouping.

Parameters for Role Expansion for 2015-19: Through the adoption of general parameters guiding role expansion, the instructional role process allows the Commission to set the parameters for new program development through broad guidelines for a five-year planning period. These parameters will become effective upon approval by the Commission and will continue in effect until the adoption of an instructional role policy for the next planning period.

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

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

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

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

- a. Proposals for new academic programs must be in agreement with the institution's description in state statute. Proposals for programs that are outside the statutory description of the institution will be considered incomplete and returned to the proposing institution.
- b. Consideration of Proposed Higher Degree Programs in a Single Discipline:

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

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

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

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

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

- (1) the program’s academic quality (e.g., as reflected by recognition from accrediting bodies, learned societies and affiliations for that discipline) and articulation with the institution’s academic mission;
- (2) the proposed program’s documentation that the curriculum is timely,

reflects substantive student demand, and will result in strong prospects for graduates' employment;

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

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

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

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

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

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

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

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

ACHE Bylaws Article 5 state:

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

A new instructional program, new unit of instruction, research, or public service, or a new public institution of higher education that receives a negative recommendation by a majority vote of

Commission members present may be reconsidered after one year provided that in the judgment of the Commission substantive changes indicate the need for reconsideration.

A new instructional program, new unit of instruction, research, or public service, or a new public institution of higher education that receives a favorable vote of a majority of the members present, but which falls short of receiving a favorable vote by a majority of the members of the Commission, may be reconsidered at the next regularly scheduled meeting.”

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

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

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

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

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

- Institutions recognized by the Commission with a doctoral role are: Alabama A&M University, Alabama State University, Auburn University, The University of Alabama, University of Alabama at Birmingham, University of Alabama in Huntsville, University of South Alabama.
- i. In the ACHE Standard calculation doctoral institutions receive a higher component cost factor than nondoctoral institutions for some components.

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

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

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

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

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

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

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

- (2) the institution's mission;
 - (3) institutional readiness (defined as faculty credentials, financial resources, and institutional commitment);
 - (4) rationale for the expansion to a higher instructional level;
 - (6) relationship of the requested role expansion to the state's strategic needs, educational goals, and priorities;
 - (7) no substantive needless role duplication with other Alabama Public Universities; [Also refer to Alabama code 16-5-8(4)(b)]
 - (8) justification of having no anticipated/projected adverse influence on enrollments at public institution(s) already having that role [as determined by the Academic Program Inventory CIP code(s)], particularly those within 50 miles of the proposing institution or within that service area;
 - (9) priority consideration being accorded to institution(s) with role seniority in that service area [Also refer to Alabama Code 16-5-10];
 - (10) accreditation considerations;
 - (11) peer and other feedback.
- c. **During the review process if staff determines that a request for the expansion of institutional instructional role to a higher degree level does not meet the criteria above, the staff recommendation will be to "not approve" the request.**

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

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

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

Appendix A
 Instructional Role Matrix Template
 Universities
 2015-19

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

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

Instructional Role Matrix Template
 Two-Year Colleges
 2015-2019

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

Attachment 2

Alabama Commission on Higher Education

GUIDELINES FOR INSTRUCTIONAL ROLE FOR 2010-15

Instructional role is defined as the matrix of academic subdivision groupings (ASG) and degree award levels approved for a university or two-year college by the Commission. For the 2010-15 planning period, there will be two instructional role matrix templates, one for universities and one for two-year colleges (refer to Appendix A). Each institution's instructional role matrix will be generated by applying the programs in the Commission's academic program inventory to the appropriate instructional role matrix template. Cells in the matrix will either be empty or display an "X". Empty cells are not considered within the institution's current role, and "X" cells indicate that the ASG and degree level are within the institution's role and that at least one program is currently offered.

Role Expansion: Role expansion is defined as approval of a new program proposal that would: a) replace an empty cell on an institution's matrix with an "X," and/or b) add a new CIP code to the instructional role matrix template. Role expansion can occur by expanding to a higher degree level and/or expanding to a new academic subdivision grouping.

Parameters for Role Expansion for 2010-15: Through the adoption of general parameters guiding role expansion, the instructional role process allows the Commission to set the parameters for new program development through broad guidelines for a five-year planning period. These parameters will become effective upon approval by the Commission and will continue in effect until the adoption of an instructional role policy for the next planning period.

1. There will be no change in the instructional role matrix template for two-year colleges. The instructional role matrix template for . . .
 - Community and junior colleges accredited by the Commission on Colleges (COC) of the Southern Association of Colleges and School (SACS) will include only Certificate (30-60 sh), AA, AS, AAS & AOT awards.
 - Technical colleges accredited by the COC of SACS will include only Certificate (30-60 sh), AAS & AOT awards.
 - Technical colleges accredited by the Council on Occupational Education (COE) will include only Certificate (30-60 sh), Diploma, AAT, & AOT awards.

Note: All two-year colleges also offer short certificates that are less than or equal to 29 semester hours. However, those certificates are not reflected on the Commission's instructional role matrix because they are not subject to Commission approval and are not listed in the Commission's inventory.

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

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

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

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

i. The proposed program would be a unique offering in the state of Alabama that would serve a strong, distinct, and well-documented societal, educational, or economic need.

ii. An elevation in degree-level for an existing program is required by the recognized accrediting agency for the program and must be attained to continue the program's accreditation. The institution must provide conclusive and unambiguous documentation from the agency accrediting the program.

c. During the review process if it is determined that a program proposal does not meet one of the criteria above (b.i., ii.), it will be considered incomplete and returned to the institution submitting the proposal. In order to have a returned proposal considered by the Commission, the institution must first apply for the approval of an instructional role level expansion.

d. Acceptance of a proposal for review and vote by the Commission does not imply approval of the program. The proposal still will be subject to the regular academic program review process and vote by the Commission.

e. Approval of a program based on the criteria (b.i, ii.) above, will be for a single discipline. Expansion of role level to other disciplines will require Commission approval of an expansion of instructional role level prior to the submission of program proposals.

• Institutions with doctoral role include Alabama A&M University, Alabama State University (with Commission approval of up to two Court-mandated Ph.D. or Ed.D. programs), Auburn University, The University of Alabama, University of Alabama at Birmingham, University of Alabama in Huntsville, University of South Alabama. Troy University has been approved to offer one specific doctoral program, the Doctor of Nursing Practice in Nursing.

- f. ACHE Standard Provisions: In the ACHE Standard calculation there are several parts of the formula where doctoral institutions receive a higher component cost factor than nondoctoral institutions.
- i. There is a differential between the Instructional Cost multiplier used for doctoral institutions and nondoctoral institutions. The Instructional Cost multiplier is based on costs associated with general studies programs such as English, history, and social studies. The "unit cost" to produce a general studies credit hour is generally higher at a doctoral institution than a nondoctoral institution due to faculty salary cost, departmental operating expenses, and productivity factors.
 - ii. Doctoral credit hours receive higher weighting factors due to the increase in costs to produce these credit hours.
 - iii. The Library support cost factor per unweighted credit hour is more for doctoral credit hours than nondoctoral credit hours due to the higher costs for publications.
 - iv. Doctoral institutions receive an additional eight percent (8.0%) and nondoctoral institutions receive four percent (4.0%) of the amount they received from the academic program formula for Research.

For the purposes of the ACHE Standard calculation, any new doctoral program approved for an institution that does not have a doctoral role as of January 1, 2010, will be given the appropriate doctoral weights only for the credit hours that result from the implementation of the newly approved program. These credit hours also shall receive the doctoral library factor in the ACHE Standard calculation. In addition, any institutions granted doctoral level status after the above date will continue to receive the non-doctoral instructional cost multiplier and the 4.0% additional amount for organized research instead of the 8.0%.

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

- 3. Use of Collaborative Programs: To foster collaboration and cooperation to meet significant identified needs, the Commission may approve institutions without an independent doctoral or master's role to participate in joint, shared, and cooperative doctoral or master's programs. Participation in such joint and shared programs will not give such institutions an independent doctoral or master's role and calls for a strong rationale.
- 4. Consideration of Requests for the Expansion of Institutional Instructional Role to a Higher Degree Level:

- a. To be considered for any expansion of instructional role to a higher level, the request must be in agreement with the institution's description in state statute. Proposals for programs that are outside the statutory description of the institution will be considered incomplete and returned to the proposing institution.
- b. The Commission will use all of the following criteria to evaluate and approve or disapprove requests for expansion of institutional role to a higher instructional level:
 - i. Institutional readiness.
 - ii. Rationale for the expansion to a higher instructional level.
 - iii. Relationship of the requested expansion to the state's documented needs, educational goals, and priorities.

Appendix B

Instructional Role Matrix Template
 Universities
 2010-15

LINE	ACADEMIC SUBDIVISION GROUPINGS				
		ASSOC	BACC	M/ EdS	DOC
1	Agriculture & Renewable Natural Resources (CIP 01, 03)				
2	Architecture & Environmental Design (CIP 04)				
3	Business (CIP 52)				
4	Communications & Related Technologies (CIP 09, 10)				
5	Education (CIP 13)				
6	Engineering (CIP 14)				
7	Engineering Technology (CIP 15)				
8	Family and Consumer Sciences (CIP 19)				
9	Humanities (CIP 05, 16, 23, 38)				
10	Law (CIP 22)				
11	Library Science (CIP 25)				
12	Parks, Recreation, Leisure & Fitness Studies (CIP 31, 36)				
13	Protective Services & Public Affairs (CIP 43, 44, 51.1503)				
14	Biological & Biomedical Sciences (CIP 26)				
15	Physical Science/Mathematics & Statistics (CIP 27, 40, 41)				
16	Computer & Information Science (CIP 11)				
17	Social & Behavioral Science & History (CIP 42, 45, 54)				
18	Visual & Performing Arts (CIP 50)				
19	Health Related Professions (CIP 51.02, 51.06-51.10, 51.1501, 51.1502, 51.1599, 51.3804, 51.3902, 51.18, 51.23, 51.26)				
20	Basic Clinical Health Sciences (CIP 26, 51.14)				
21	Dentistry (CIP 51.04, 51.05)				
22	Medicine (CIP 51.12)				
23	Nursing (CIP 51.3801-51.3803, 51.3805-51.3822, 51.3899)				

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24	Optometry (CIP 51.17)				
25	Pharmacy (CIP 51.20)				
26	Public Health (CIP 51.22)				
27	Veterinary Medicine (CIP 51.24, 51.25)				
28	Health Sciences, Other (CIP 51.11, 51.27, 51.99)				
29	Trade & Industrial (CIP 21, 46, 47, 48, 49)				
30	Liberal Arts/Interdisciplinary Studies (CIP 24, 30)				

Instructional Role Matrix Template
 Two-Year Colleges
 2010-15

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

DECISION ITEM D-1: Auburn University at Montgomery, Master of Accountancy (M.Acc.) in Accountancy (CIP 52.0301)

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 Master of Accountancy (M.Acc.) supports the missions of the Auburn University at Montgomery and the College of Business. It is designed to develop dynamic skill sets required for an accounting professional in a strategic leadership position in a globally competitive environment. The Master of Accountancy degree will provide students with opportunities to develop their skills beyond the undergraduate level that will enhance their chances of successful accounting careers in public practice, government, business, and nonprofit organizations.

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

Mode of Delivery: The program, as a whole, will not be an online program. However, it is anticipated that several courses will be offered in a hybrid-online format where there are face-to-face meetings along with a significant portion of online instruction. It is also anticipated that one course will be delivered completely online.

Similar Programs: There are six other state schools with Master of Accountancy programs in the State of Alabama: Alabama State University, Auburn University, University of Alabama, University of Alabama-Birmingham, University of Alabama-Huntsville, Troy University, and University of South Alabama. There are several other institutions in the SREB offering a M.Acc.

Collaboration: AUM is certainly interested in collaboration if it is mutually beneficial for both AUM and any collaborating institution.

Resources: The proposal projected that \$495,000 will be required for the program in the first five years, and that \$532,440 will be available over the same period through tuition.

Public Review: The program was posted on the Commission website from January 6 until February 15 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. A significant portion of the students are anticipated to be enrolled from the AUM cadre of students taking accounting classes.
2. 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.
3. Alabama State University (ASU) supports AUM's Master of Accountancy proposal (January 16, 2015, letter from ASU President Boyd to AUM Chancellor Veres, Attachment 4)
4. There appears to be sufficient need and student demand to support the program.
5. There are a wide range of employment opportunities available to graduates.

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6. The proposed M.Acc. degree will satisfy the 150 hour requirement to sit for the national CPA examination in the State of Alabama.

DECISION ITEM D-1: Auburn University at Montgomery, Master of Accountancy (M.Acc.) in Accountancy (CIP 52.0301)

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

Staff Recommendation: That the Commission approve the proposed Master of Accountancy (M.Acc.) in Accountancy and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in June 20, 2015. Based on Commission policy, the proposed program must be implemented by March 20, 2017, 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 2016-17, will be at least 13, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2020-21 (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 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 June 20, 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 letter of support for AUM's Master of Accountancy proposal, attached.

5. Auburn University at Montgomery program proposal, received August 20, 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 Auburn University at Montgomery

PROGRAM Master of Accountancy in Accountancy (CIP 52.0301)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$130,000	\$130,000	\$130,000	\$390,000
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	\$35,000	\$35,000	\$35,000	\$105,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$165,000	\$165,000	\$165,000	\$495,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$10	\$0	\$0
TUITION	\$36,540	\$78,300	\$120,060	\$146,160	\$151,380	\$532,440
TOTAL	\$36,540	\$78,300	\$120,060	\$146,160	\$151,380	\$532,440

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	7	15	23	28	29	20
NEW ENROLLMENT HEADCOUNT	7	10	15	16	17	13
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	4	6	9	12	8

Attachment 2

Summary of Background Information

Master of Accountancy in Accountancy
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 Master of Accountancy degree is designed for individuals who have a bachelor's degree and wish to increase their knowledge and understanding of accounting as well as raise the level of their accounting skills to enhance their career possibilities. Individuals that do not have an undergraduate degree in accounting will need to complete the undergraduate accounting pre-requisite courses before full admission to the M.Acc.

Over one-third of AUM enrollments in the accounting undergraduate courses are post-baccalaureate students. AUM asserts that these students are changing their academic preparation to select a new career field. As such, the M.Acc. program is designed to provide the academic program for entry into and advancement within the accounting profession.

The Master of Accountancy Learning Goals and Objectives provide the foundation for the program and the basis for the expected student learning outcomes and achievements:

- Learning Goal 1: AUM graduates will be able to research problems using the appropriate professional literature.
- Learning Goal 2: AUM graduates will be able to apply advanced accounting concepts in problem solving and decision making.
- Learning Goal 3: AUM graduates will be able to define their ethical responsibilities as members of the accounting profession.
- Learning Goal 4: AUM graduates will demonstrate effective communication skills needed for success as an accounting professional.

Assessment: AUM explains the assessment process in the following manner: The first step, Inputs, is the stronghold in the process, meaning stakeholders periodically review data generated from this process; however, adjustments are only necessary in this step when major changes in the mission, industry needs or accreditation standards occur. The majority of change in the assurance of learning will occur within the other four stages. Accounting stakeholders are involved in the strategic planning process each year.

The second step, Development, occurred in 2013. The Accounting stakeholders were involved in the development of learning goals for the proposed graduate program, Master of Accountancy, which built on the foundation from the undergraduate accounting program learning goals and objectives.

The third step, Curriculum, has undergone a complete review and revision. The graduate level courses for the M.Acc. program have been and are currently in the graduate catalog to service the MBA students and other post baccalaureate students. (The modified graduate level courses to facilitate the proposed M.Acc. process have been implemented fall semester 2014.)

The fourth step, Evaluation, consists of embedded assessment tools employed in individual courses where the most intensive coverage occurs to assess the learning objectives that purport to meet the related program learning goals. These assessment tools are developed by the faculty and approved by all Accounting Faculty before implementation. Supplementary measures of

program effectiveness including performance evaluation of interns, placement statistics, feedback from members of the Accounting Advisory Board, and performance on professional accounting certification examinations are also employed. Evaluation occurs in each graduate accounting course every time that the course is offered.

The Fifth Step, Action, is required when the assessment results indicate student outcomes have not been met. AUM reports that the AUM Department of Accounting has established an Assurance of Learning (AOL) Coordinator. At the first faculty meeting of the subsequent semester/term, the Accounting Faculty discuss the assessment results and approve the action to be taken for the respective course to be implemented the next time the course is taught.

Administration: The program will be administered by the College of Business, Dr. Rhea Ingram, Dean; and Dr. Judith Kamnikar, Department Chair.

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 evaluations were received; none expressed objection. Three respondents indicated that the proposal was convincingly supported and two stated that the assessment plan was adequate to examine the proposed program's effectiveness. One expressed concern that there are six (6) other institutions in 100 mile radius with a Master of Accountancy program. ACGD voted four (4) recommending approval of the proposed program and one (1) to not approve the program. The vote to not approve the proposed program commented on potential needless duplication and faculty qualifications.

Accreditation: The AUM Accounting Program received its initial accounting accreditation in 2012 from the Association to Advance Collegiate Schools of Business International (AACSB-International). The program was reaffirmed in 2014 when the Accounting Department voluntarily submitted a fifth year maintenance report (to articulate with the College of Business accreditation cycle). The AACSB accounting accreditation is held by less than 1 percent of the world's business schools/colleges. The AUM Accounting Program is the only AACSB separately accredited accounting program in the Montgomery River Region academic market. The Accounting Faculty are committed to retaining the AACSB accounting accreditation. The Department is supported in these efforts by the College and University administration.

Curriculum: Program Completion Requirements

Credit hours required in major courses: 30 semester hours

Credit hours required in support courses: 0

Credit hours in required or free electives: 0

Credit hours for thesis or dissertation: 0

There are no additional requirements for the degree. However, an internship is available as an accounting elective for credit (1-3 SH) and grade.

Collaboration: AUM is certainly interested in collaboration if it is mutually beneficial for both AUM and any collaborating institution. AUM is amenable to sharing its expertise regarding AACSB accreditation with other institutions. (Also refer to ASU President Boyd's letter to AUM Chancellor Veres, Attachment 4, which discusses a variety of potential collaborations.)

Distance Education: The program, as a whole, will not be an online program. However, it is anticipated that several courses will be offered in a hybrid-online format where there are face-to-face meetings along with a significant portion of online instruction. It is also anticipated that one course will be delivered completely online.

Admissions: The following requirements must be met for full admission to this program:

- Official transcripts of all college work, including a degree posted transcript from an accredited college or university or its equivalent.
- Completion of prerequisite undergraduate accounting courses.
- Satisfactory Graduate Management Aptitude Test score (minimum 400) or comparable Graduate Record Examination score that is no more than five years old, or, in the absence of a GMAT or GRE score, an active CPA license or other appropriate professional accounting certification including but not limited to CMA, CIA, CISA, CGFM.

Those students not scoring at least a 400 on the GMAT, or a comparable score on the GRE, may be admitted if the following is satisfied: $[(200 \times \text{Undergraduate GPA based on last 60 hours of course work}) + \text{GMAT score}]$ is equal to or greater than 1,000.

Using the criteria stated above, the Accounting Department Head/Director of Master of Accountancy Program will recommend admission or denial to the program. If an applicant has not completed all prerequisite undergraduate accounting courses, the Accounting Department Head/Director of Master of Accountancy Program may recommend provisional admission until the stated requirements have been satisfied.

Need: The proposed Master of Accountancy degree will satisfy a clearly documented need, both for the institution and for society in general, in an effective and efficient manner. The body of knowledge for professional accountancy has grown and expanded to the point where an undergraduate degree no longer provides adequate background for entry into the accounting profession. The complexity of the global economy requires the accountant to have dynamic skill sets to manage in this environment.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	110	110	110	110	110	550
State	720	720	720	720	720	3,600
SREB	22,630	22,630	22,630	22,630	22,630	113,150
Nation	80,120	80,120	80,120	80,120	80,120	400,600

Student Demand: The availability of graduate accounting courses has helped satisfy the additional education needed by the AUM accounting graduates who wish to become CPAs and wish to become leaders in their career paths. The significant number of post baccalaureate students (34 percent over the last 5 year census period) that return to AUM for additional studies in accounting documents this need in the River Region.

Resources:

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

Current Primary Faculty—
 Full-time: 6
 Part-time: 3

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 20, 2015

Support Faculty—
Full-time: 0
Part-time: 0

Additional Faculty to Be Hired: One additional academically qualified faculty member will be hired for the third year when enrollment projections have been met.

Primary Faculty—
Full-time: 1
Part-time: 0

Support Faculty—
Full-time: 0
Part-time: 0

Support Staff: At least one new additional support staff will be hired for this proposed program when enrollments justify the additional expenditure.

Fellowships and Assistantships: No assistantship/fellowship stipends will be provided.

Equipment: No additional equipment will be needed to support the proposed program. The technology provided to AUM faculty is state-of-the-art regardless of program.

Facilities: Neither additional facilities nor renovations will be required.

Library: "The holdings of the Auburn University at Montgomery Library are sufficient to support the Master in Accountancy program that is being proposed to the Alabama Commission on Higher Education" (Library Assessment March 31, 2014). The holdings were found to be adequate in comparison with the peer institutions.

Program Budget: The proposal projected that \$ \$495,000 will be required for the program in the first five years, and that \$532,440 will be available over the same period through tuition.

Attachment 3

**Auburn University at Montgomery
 Master of Science in Master of Accountancy**

Course Offerings and Suggested Plan of Study

Current MBA - Future MACC						
PROPOSED CLASS SCHEDULE						
FALL THROUGH SUMMER						
Subject	Course Number	Title	Fall	Spring	Summer	Elective Options*
ACCT	6130	Adv. Financial	NX			*
ACCT	6210	Advanced AIS	NX			*
ACCT	6230	Adv. Mgr. Acct.	N	N		
ACCT	6320	Adv. Income Tax		NX	NX	*
ACCT	6450	Auditing II		NX	NX	*
ACCT	6470	Seminar in Auditing		N	N	
ACCT	6510	Gov./NFP Acc.	NX			*
ACCT	6520	Gov. Auditing		NX		*
ACCT	6530	Gov.Bud.& Pfm. Rep.			ONLX	*
ACCT	6610	NFP Acc.			NX	*
ACCT	6750	Acct. Theory				*
ACCT	6800	Fin. Acct. Int. Con.	N	N		
ACCT	6924	Internship				*
ACCT	6970	Special Topics				*
Shaded Lines are core required courses						
	D=Day					
	N=Night					
	NX=Night Crosslisted					
	ONL=Online					
	ONLX=Online Crosslisted					

Attachment 4

Alabama State University (ASU) Letter of Support for AUM's Master of Accountancy proposal
(January 16, 2015, letter from ASU President Boyd to AUM Chancellor Veres)



ALABAMA STATE UNIVERSITY

GWENDOLYN E. BOYD
OFFICE OF THE PRESIDENT

January 16, 2015

John G. Veres III
Chancellor
Auburn University at Montgomery
P. O. Box 244023
Montgomery, AL 36124

Dear Dr. Veres,

I am writing concerning the proposed Master of Accountancy program we discussed at our meeting some weeks ago. Please allow this letter to serve as indicia that Alabama State University supports Auburn University at Montgomery's Master of Accountancy proposal that will soon be presented to the Alabama Commission on Higher Education.

I understand that AUM desires to serve a particular AUM student population, AUM students who first pursue a B.S.B.A in Accounting and then desire to attempt hours beyond their undergraduate degree in order to sit for the national Certified Public Accountant examinations. I understand that a significant number of these students are interested in counting those additional hours towards a master's degree in accountancy. As such, I do not see the proposed AUM M. Acc. program as significant competition with Alabama State University's existing degree.

Further, our respective accounting departments and programs can collaborate in various ways. Both universities' faculties and students, for example, can benefit through attending symposia, invited speeches, conferences, and training sessions offered by each university's Accounting Department. In addition, if Alabama State University elects to pursue AACSB accreditation in the future, AUM has offered its full support and expertise during the accreditation process. Alabama State University welcomes mutually beneficial vehicles for collaboration between our respective academic programs.

Thank you for your kind attention.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Boyd", written over a horizontal line.

Dr. Gwendolyn E. Boyd
President

DECISION ITEM D-2: The University of Alabama at Birmingham, Master of Science in Biomedical and Health Sciences (CIP Code 26.0102)

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 mission of the Master's Degree in Biomedical and Health Sciences (BHS) is to provide quality education to prepare a diverse student body for entry into graduate health professions programs including medicine, dentistry, optometry, physical therapy, occupational therapy, and physician assistant studies. This program is critically important to provide a pipeline of academically and culturally competent future healthcare providers who are willing to practice in medically underserved areas. Sixty-five of the 67 counties in Alabama are federally designated as medically underserved areas.

By strengthening the professional school applications of educationally and economically disadvantaged students, through this program, UAB states that it will help address the health care crisis within Alabama.

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

Mode of Delivery: All courses offered through the M.S. in Biomedical and Health Sciences program will be web-enhanced, but will be offered in a campus-based format.

Similar Programs: There are currently no specific post-baccalaureate programs which are intended to strengthen an applicant's health professional school application within the state of Alabama, per the Association of American Medical Colleges (AAMC) website.

Collaboration: Due to the nature of our proposed program, UAB does not foresee collaborations with other programs at this time.

Resources: The proposal projected that a total of \$1,295,285 in estimated new funds will be required to support the proposed program. A projected total of \$1,463,616 in new funds will be available from tuition and internal reallocation.

Public Review: The program was posted on the Commission website from January 8 until January 28 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposal emphasizes developing academically and culturally competent future healthcare providers who are trained and willing to practice in medically underserved areas. Sixty-five of the 67 counties in Alabama are federally designated as medically underserved areas.
2. There appears to be high student demand.
3. The institution provides substantive data supporting a very strong employment outlook.

DECISION ITEM D-2: The University of Alabama at Birmingham, Master of Science in Biomedical and Health Sciences (CIP Code 26.0102)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Biomedical and Health Sciences.

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

Implementation Date: The proposed program will be implemented in June 2015. Based on Commission policy, the proposed program must be implemented by March 20, 2017, 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 15 based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2019-20 (five-year average) will be at least 13, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment 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 Alabama in Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than June 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. The University of Alabama at Birmingham program proposal, received September 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 Alabama at Birmingham
PROGRAM	Master of Science in Biomedical and Health Sciences (CIP Code 26.0102)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY	\$202,712	\$202,712	\$202,712	\$202,712	\$202,712	\$1,013,560
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$47,145	\$47,145	\$47,145	\$47,145	\$47,145	\$235,725
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$12,000	\$10,000	\$8,000	\$8,000	\$8,000	\$46,000
TOTAL	\$261,857	\$259,857	\$257,857	\$257,857	\$257,857	\$1,295,285

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$100,000	\$70,000	\$40,000	\$0	\$0	\$210,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$183,456	\$214,032	\$244,608	\$305,760	\$305,760	\$1,253,616
TOTAL	\$283,456	\$284,032	\$284,608	\$305,760	\$305,760	\$1,463,616

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	6	14	16	20	20	15
NEW ENROLLMENT HEADCOUNT	6	14	16	20	20	15
DEGREE COMPLETION PROJECTIONS	4	12	14	18	18	13

Attachment 2

Summary of Background Information

Master of Science in Biomedical and Health Sciences
University of Alabama at Birmingham

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

Description and Objectives: The program objectives are to:

- Deliver a Master of Science degree curriculum that enhances the competitiveness of candidates for admission into graduate health professions programs. Enrollment in the program will be open to all students, but will specifically target students from disadvantaged, rural, and first-generation college backgrounds, and those currently underrepresented in graduate professional programs.
- Provide education and training to develop non-cognitive skills required of healthcare professionals, including the ability to relate well to people, deal with stressful situations, and display sound judgment and integrity.
- Attract students from disadvantaged, rural, and first generation college backgrounds currently underrepresented in graduate professional programs.

Assessment: Ongoing evaluation of program operations and graduate outcomes will be the responsibility of the Biomedical and Health Sciences graduate program co-directors and the chairs of the Department of Clinical and Diagnostic Sciences and Department of Cell, Developmental, and Integrative Biology. The program will be evaluated annually and this evaluation will be informed by number/quality of program applicants and admits, student program surveys, post-graduate surveys, faculty surveys, course evaluations, student exit interviews, student-advisor generic abilities assessments, and exams and other course assessments. More specifically:

- An application database will be used to track the number of applicants, accepts, matriculations, and graduations.
- Student program surveys will be sent to current students annually to determine their overall satisfaction with the program as well as perceived strengths and weaknesses.
- Post-graduate surveys will be requested from graduate program directors to measure the graduate's readiness for education expectations.
- Anonymous faculty surveys will be collected annually to measure the perceived strengths and weaknesses of the program and areas of improvement.
- Each semester students will complete IDEA Student Ratings for each course that is tailored to ensure learning objectives are met.
- Exit interviews will be performed before graduation and will allow the program to gather data regarding the student's overall perception of program effectiveness and the placement of graduates (success of admission and type of graduate health professions program).
- Each student will meet with an assigned faculty member during each semester to complete and review the Generic Abilities Self-Assessment to assess the attainment of personal attributes desirable for health professionals.
- Application assignments, quizzes, and exams in individual didactic courses will be used to assess attainment of program and course learning objectives.

Administration: The program will be administered by the School of Health Professions Dean, Dr. Harold Jones; Department of Clinical and Diagnostic Sciences, Chairperson, Dr. Janelle Chiasera; School of Medicine Dean, Dr. Selwyn Vickers; and Department of Cell, Developmental, & Integrative Biology Chairperson, Dr. Ety (Tika) Benveniste.

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). Two votes were submitted, with both recommending that the program be approved.

Accreditation: No specialized accreditation is required for this program.

Curriculum: The master's degree curriculum is being proposed as a 33-credit-hour degree that full-time students can complete in three terms, one academic year.

Program Completion Requirements:

Credit hours required in major courses:	30
Credit hours in required or free electives:	3
Credit hours for non-thesis project:	0
Total Credit hours:	33

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 below.

The new courses added to the curriculum are:

BHS 5XX Molecules and Cells (4 hours)
BHS 5XX Microbiology and Immunology (4 hours)
BHS 6XX Integrated Systems I - Neuroendocrine (3 hours)
BHS 6XX Integrated Systems II - Cardiopulmonary (3 hours)
BHS 6XX Integrated Systems III - Genitourinary (2 hours)
BHS 6XX Integrated Systems IV - Gastrointestinal (2 hours)
BHS 6XX Integrated Systems V - Musculoskeletal and Skin (3 hours)
S 6XX Clinical Application and Simulation (2 hours)
BHS 698 Non-thesis Research (4 hours)
BHS 5XX BHS Seminar I (1 hour)
BHS 6XX BHS Seminar II (1 hour) BHS 6XX BHS Seminar III (1 hour)

Collaboration: Due to the nature of our proposed program, UAB does not foresee collaborations with other programs. More specifically, there are currently no specific post-baccalaureate programs which are intended to strengthen an applicant's health professional school application within the state of Alabama, per the Association of American Medical Colleges (AAMC) website.

There is a MS in Biology that is offered at UAB, which requires students to have exposure to five specific areas of Biology. However, there is not a track geared specifically towards pre-health professional students. There is also a MS in General Studies in Human Environmental Sciences with a Rural Community Health Specialization, sponsored by the University of Alabama. UAB indicates that this program's curriculum is not directed to strengthen pre-health students' application to professional school, but is geared to the generation of new knowledge and to the application of this knowledge to improving quality of life.

Distance Education: All courses offered through the M.S. in Biomedical and Health Sciences program will be web-enhanced, but will be offered in a campus-based format. Some courses may offer part or all of their didactic content asynchronously via a web-based learning system. Due to the hands-on nature of many of the courses (laboratories, etc.), however, there are no plans currently to deliver the entire curriculum through distance education.

Admissions: Applicants must meet the UAB Graduate School Criteria for admissions. In addition to UAB Graduate School requirements, incoming students must have a minimum overall GPA of 3.0, a minimum science GPA of 3.0, and a minimum grade of C in all prerequisite courses. Applicants must submit the results of the Medical College Admissions Test (MCAT), the Graduate Record Examination (GRE), Optometry Admissions Test (OAT), or Dental Admission Test (DAT).

Student scores on admission exams will be compared with national percentiles for program admissions purposes. Applicants will be awarded points based on their percentile rankings for their respective exams during the admissions process. Applicants must submit a statement of interest to the program and three letters of recommendation. The M.S. in Biomedical and Health Sciences Admissions Committee, composed of the program directors and program faculty, will review the applications and select applicants for an interview. Applicants are evaluated on the quality of their personal statement and interview, recommendation letters, GPA, and standardized test scores.

Further, prerequisite coursework will include the following: 8 hours of biology, 8 hours of chemistry, and 4 additional hours of biological sciences.

Undeclared students who do not meet the minimum admission criteria but are actively taking courses to obtain pre-requisites for admission to a health profession school, will be eligible to enroll in the M.S. BHS seminar courses. The students will also be eligible to meet with M.S. BHS program advisors to help them with course selection and planning for future enrollment in either the M.S. BHS program or the health professional school of their choice.

Need: For the 10 year period beginning in 2012 the US Bureau of Labor Statistics projected that in general there will be a 10.8 percent increase in the number of jobs available in all occupations while the increase in jobs associated with healthcare practitioners and technical occupations is much higher at 21.5 percent. These statistics are even more striking in Alabama, where the predicted increase in total jobs is 13.8 percent and healthcare-related 27.7 percent (AL data 2010-2020). Because of the many variables involved in healthcare workforce planning, it is difficult to determine these numbers adequately. Even so, with health care reform initiatives and improved access to health care in the United States, clearly there will be a shortage of health professionals overall in the coming years.

Per the Alabama Office of Primary Care and Rural Health, which is housed within the Alabama Department of Public Health, 55 out of 67 counties in Alabama are designated as rural, which is approximately 44 percent of the state's population. Using 2006 data, each rural primary care physician served 2,160 patients compared to 1,250 patients that an urban primary care physician served. Using 2007 data, rural dentists carry a potential patient load of 3,845 versus a potential patient load of 1,774 for urban dentists. 33 out of 67 counties in Alabama do not have labor and delivery services and a rural resident of Alabama, who was involved in a motor vehicle accident, in 2005-2007, had a 46 percent higher mortality rate than a resident who lived in an urban area. In every county in this state, there are at least portions of the county with the Health Resources and Services Administration (HRSA) designation of being a medically underserved area.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Nation	214,700	220,300	226,050	231,930	237,950	1,130,930
SREB	15,755	15,755	14,495	14,495	14,495	74,995
Alabama	224	233	237	244	247	1,185

Student Demand: While the number of underrepresented minority students graduating with bachelor's degrees in Biology is on the rise, the number completing medical school requirements and applying to medical school has not risen over the last twenty years. Similarly, minority students are also underrepresented in graduate health professions programs such as physician assistant studies, clinical laboratory science, occupational therapy, as well as physical therapy. As a result, medical and graduate health professions schools, colleges and universities, and even government agencies such as HRSA are committed to supporting efforts to increase the diversity of their applicant pools. UAB anticipates the highest demand for this program will be from students who have already applied for medical and graduate professional programs and/or those interested in applying for medical and graduate professional programs. Admissions committees/officials from the respective schools/programs at UAB will be surveyed to further determine the need for the academic preparation this program will provide.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 0

Part-time: 9

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: Both the Department of Cell, Developmental, and Integrative Biology and the Department of Clinical and Diagnostic Sciences currently have administrative staff that will be available to assist the program co-directors with the day-to-day operations of the M.S. in Biomedical and Health Sciences.

Assistantships: No assistantships or fellowships are planned for the proposed program.

Equipment: All specialized equipment necessary for the program is currently available. UAB does not anticipate the purchase of any new or additional equipment to be required for the program.

Facilities: New courses proposed in the M.S. in Biomedical and Health Sciences can be accommodated by the facilities currently available to the Department of Clinical and Diagnostic Sciences and the Department of Cell, Developmental, and Integrative Biology.

Library: The Lister Hill Library of the Health Sciences, established in 1945, is the largest biomedical library in Alabama and one of the leading such libraries in the South. It serves as a resource library in the National Network of Libraries of Medicine for the Southeast/Atlantic region. The collections of the library span seven centuries of knowledge with medieval manuscripts, 12,000 old and rare books, 100,700 circulating monograph titles and 28,000 electronic full text journals in the various health science disciplines. Access to electronic resources is available across the campus and remotely to students and faculty. As a member of the Consortium of Southern Biomedical Libraries (CONBLS), Lister Hill has access to interlibrary loan activity, cooperative purchasing and licensing of electronic resources, and supporting mutual interests in health sciences librarianship. Other Lister Hill cooperative agreements include the Alabama Public Library Service, Health InfoNet of Alabama, The National Network of Libraries of Medicine, and the Network of Alabama Academic Libraries.

The Mervyn H. Sterne Library, the general library for the University, contains one million books and media and subscribes to over 2,500 periodicals pertaining to chemistry, physics, mathematics, and the biological sciences as well as to topics in the social sciences and the humanities. There are also 884,222 microfiche and microfilm copies of books, reports, etc. The Sterne Library has a system computer search program that augments those used by the Lister Hill Library. Both libraries provide an inter-library loan services. These 2 libraries currently can support the needs of a graduate program in Biomedical and Health Sciences and no deficiencies are noted.

Program Budget: The proposal projected that a total of \$1,295,285 in estimated new funds will be required to support the proposed program. A projected total of \$1,463,616 will be available from tuition and internal reallocation.

Attachment 3

The University of Alabama at Birmingham

Master of Science in Biomedical and Health Sciences

Proposed Curriculum

Summer

Credit	Course
4	Molecules and cells
4	Microbiology and Immunology
1	BHS Seminar 1
1-3	Elective(s)

Fall

Credit	Course
3	Integrated Systems 1 - Neuroendocrine
3	Integrated Systems II - Cardiopulmonary
2	Integrated Systems III - Genitourinary
1	BHS Seminar II
1-3	Elective(s)

Spring

Credit	Course
2	Integrated Systems IV - Gastrointestinal
3	Integrated Systems V - Musculoskeletal and Skin
2	Clinical Application and Simulation
1	BHS Seminar III
4	Non-thesis Research

30 credit hour core requirement
3 credit hour elective requirement
33 total credit hour requirement

DECISION ITEM D-3: The University of Alabama at Birmingham, Master of Science in Nuclear Medicine Technology (CIP Code 51.0905)

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 Master of Science in Nuclear Medicine Technology was developed to deliver a curriculum that will prepare students for entry into the nuclear medicine technology profession.

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

Mode of Delivery: Although all students will be campus-based, when appropriate for learning objectives some courses may be offered online and others will be delivered as blended courses, combining in-class meetings with online activities.

Similar Programs: There are currently no specific post-baccalaureate programs which are intended to strengthen an applicant's health professional school application within the State of Alabama, per the Association of American Medical Colleges (AAMC) website.

Collaboration: No similar programs currently exist for collaboration.

Resources: The proposal projects no new (\$0) funds will be required to support the proposed program. A projected total of \$1,340,988 in new funds will be available from tuition and internal reallocation.

Public Review: The program was posted on the Commission website from January 8 until January 28 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. There appears to be substantial student demand.
2. The United States Bureau of Labor Statistics (BLS) predicts a 20 percent growth in the field between 2012 and 2022.
3. Projected costs and additional funds required are minimal.

DECISION ITEM D-3: The University of Alabama at Birmingham, Master of Science in Nuclear Medicine Technology (CIP Code 51.0905)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Nuclear Medicine Technology.

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

Implementation Date: The proposed program will be implemented in August 2015. Based on Commission policy, the proposed program must be implemented by March 20, 2017, 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 10 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 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 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 Alabama at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 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. The University of Alabama at Birmingham program proposal, received November 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

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	The University of Alabama at Birmingham
PROGRAM	Master of Science in Nuclear Medicine Technology (CIP Code 51.0905)

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	\$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						
	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	\$108,215	\$191,381	\$272,262	\$324,645	\$444,485	\$1,340,988
TOTAL	\$108,215	\$191,381	\$272,262	\$324,645	\$444,485	\$1,340,988

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	12	17	25	30	18
NEW ENROLLMENT HEADCOUNT	5	7	10	15	15	10 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	4	6	9	14	8

Note: There are no additional costs that will be associated with implementing this master's program anticipated as current faculty and resources for the bachelor's NMT program will be re-allocated with

closure of that program.

Attachment 2

Summary of Background Information

Master of Science in Nuclear Medicine Technology
University of Alabama at Birmingham

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

Description and Objectives: The Master of Science in Nuclear Medicine Technology (NMT) was developed to deliver a curriculum that will prepare students for entry into the nuclear medicine technology profession. Upon completion of the program, the student will:

- Understand and describe radionuclide production;
- Apply guidelines for radiopharmaceutical and pharmacological formulation;
- Prepare proper dosage and delivery route of radiopharmaceuticals;
- Employ radiation safety practices;
- Understand and discuss federal radiation regulations;
- Exhibit good patient care skills;
- Understand and describe other imaging modalities and their fusion with nuclear medical imaging and Positron Emission Tomography (PET); and
- Demonstrate attributes desirable of health professionals such as dependability, stability, ability to interact effectively with others, and professionalism.

Assessment: Currently the UAB NMT program participates in the UAB WEAVE database for collection of program outcomes data and analyses. The WEAVE data are collected annually and tracks program outcomes in 3 majors areas. Upon completion of the UAB NMT program, students/graduates are eligible to sit for national board exams from two entities, the American Registry of Radiologic Technologists (ARRT) and the Nuclear Medicine Technology Certification Board (NMTCB). First time pass rates on these exams are tracked annually. Clinical site evaluation of student performance is also tracked annually. Six months after graduation, employers of former students are asked to complete a survey about expected performance quality of graduates and UAB tracks this information. These tracking procedures will continue for the MS NMT program as well.

Administration: The program will be administered by the School of Health Professions Dean, Dr. Harold Jones; and Department of Clinical and Diagnostic Sciences Chairperson, Dr. Janelle Chiasera.

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). Three evaluations were received, and there were no "disagree" elements cited by any of the raters. In all, the proposal was rated favorably by all three evaluators. Subsequently, four votes were received; all four respondents voted to approve the proposed program.

Accreditation: Nuclear Medicine Technology academic programs are accredited by the Joint Review Committee on Nuclear Medicine Technology Programs (JRCNMT), which is a CHEA-recognized accreditation entity. The current baccalaureate program is fully accredited and accreditation will be sought for this master's program to enable graduates to seek professional certification.

Curriculum: Program Completion Requirements:

Credit hours required in major courses: 63

Credit hours required in support courses: 1 (Department professional development course)

Credit hours in required or free electives: 0-4 Credit hours for thesis or dissertation, 4 semester hours (non-thesis project)

Total Credit hours: 64-68

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 below. Also, the program entails 39 semester hours of prerequisite undergraduate courses. New courses that will be added to the UAB curriculum specifically for this program are:

- NMT 602 Intro to Clinical Nuclear Medicine, Patient Care & Communication Skills - 3 semester hours
- NMT 610 Medical Radiation Physics & Lab - 4 semester hours
- NMT 621 Nuclear Medicine Instrumentation I & Lab - 4 semester hours
- NMT 631 Nuclear Medicine Anatomy & Physiology - Procedures I - 4 semester hours
- NMT 632 Nuclear Medicine Anatomy & Physiology - Procedures II - 4 semester hours
- NMT 641 Regulations, Radiation Protection/Biology & Lab - 4 semester hours
- NMT 691 Clinical Practice I - 3 semester hours
- NMT 605 Cross-Sectional Anatomy - 3 semester hours
- NMT 622 Nuclear Medicine Instrumentation II - 3 semester hours
- NMT 623 Computed Tomography - 3 semester hours
- NMT 692 Clinical Practice II - 5 semester hours
- NMT 660 Radiopharmacy, Pharmacology & Lab - 3 semester hours
- NMT 693 Clinical Practice III - 7 semester hours
- NMT 698 Non-Thesis Research - 4 semester hours

Collaboration: No similar programs currently exist for collaboration. The proposed Nuclear Medical Technology program will be the only one in the State of Alabama, as the current undergraduate NMT program at UAB will not admit students after Fall 2014 and will be discontinued when that cohort graduates in 2016.

Distance Education: Although all students will be campus-based, when appropriate for learning objectives some courses may be offered online and others will be delivered as blended courses, combining in-class meetings with online activities. UAB will use the web-based Canvas Learning Management System (LMS) in the delivery of all courses.

Admissions: Applicants with a BS degree in biology, physics, chemistry, biomedical sciences, bioengineering, or a related degree, and acceptance by the UAB Graduate School with a minimum GPA of 3.0 on a 4.0 scale, may apply for admission to the UAB NMT program. Applicants must complete a clinical observation and write a reflection on the observation. The completed application and observation form must be on file with the program February 15th for a priority interview to be granted. All eligible applicants will be interviewed in March for admission decisions in early April. Eligible late applicants will be considered on a space-available basis during the summer term.

Need: The United States Bureau of Labor Statistics (BLS) predicts a 20 percent growth in the field between 2012 and 2022 with an approximate increase of 420 NMTs per year in traditional jobs over the 10 year window. In addition, the field of nuclear medicine is expanding to include molecular imaging and a new industry called theranostics, which combine diagnostic and therapeutic capabilities in single-dose nuclear imaging agents. These expanded areas of technical expertise that will be needed, along with melding of existing technology such as positron emission tomography with computed tomography and magnetic resonance imaging, continue to promote growth and skills development in the nuclear medicine field and profession.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Nation	420	420	420	420	420	2,100
SREB	21	21	21	21	21	105
Alabama	20	20	20	20	20	100

Student Demand: The proposed program will provide a graduate degree opportunity for students from biology, chemistry, biomedical engineering, physics, biomedical sciences, and other undergraduate majors with appropriate science preparation on the UAB campus. And, the MS NMT Program will enjoy a pipeline of high caliber students from these programs who have a good foundation in the sciences prior to entering the professional degree.

The current undergraduate NMT program admits an average of 18 students per annual cohort. These students are selected from a competitive application pool of approximately 30 each year. UAB expects the level of student interest to increase for the graduate program because many students with interest and appropriate academic preparation do not want to pursue a second bachelor's degree.

The institution has assessed interest among UAB students pursuing undergraduate degrees in biology, chemistry, biomedical engineering, biomedical sciences, and physics through contact with faculty and student surveys. Additionally, UAB expects that NMT will be an attractive graduate degree for students in the Biomedical Sciences program implemented by the School of Health Professions in Fall 2013. Interest among students declaring the Biomedical Sciences major will be assessed through student interviews by program academic advisors. Currently, about 200 UAB freshmen entering Fall 2014 have declared their intention for the Biomedical Sciences major.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 4

Part-time: 1

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: The Department of Clinical and Diagnostic Sciences has a support staff that consists of 7 staff members who are used as a pool to get tasks accomplished for the various programs within the department. No additional support staff for the MS NMT Program will be needed.

Assistantships: No assistantships or fellowships are planned.

Equipment: The current NMT lab, housed in the School of Health Professions, and existing equipment are sufficient for program needs at the time of implementation.

Facilities: The current NMT Lab is sufficient for program needs.

Library: There are no indications of deficiencies that need to be remedied and therefore no associated additional cost is warranted.

For example, UAB currently has access to 35,170 full-text electronic journals of which 9,184 are directly related to the health sciences and 46 are titles specifically related to nuclear medicine technology. It should be noted that articles about nuclear medicine technology can be found in many of the 9,184 health

sciences journals well beyond just the 46 specific titles. The library subscribes to most of the core journal titles identified by the Brandon-Hill Selected List for Medicine.

Additionally, Lister Hill Library's print monograph collection includes 131,721 cataloged volumes that support instruction, research, and patient care. Print volumes are organized by the National Library of Medicine classification system while newer ebooks are added to the catalog but not classified. This collection includes 868 monographs on nuclear medicine technology, computed tomography, or magnetic resonance imaging.

Program Budget: The proposal projected that no new (\$0) funds will be required to support the proposed program. A projected total of \$1,340,988 will be available from tuition.

Attachment 3

The University of Alabama at Birmingham
 Master of Science in Biomedical and Health Sciences

Prerequisite Courses (39 hours)

- Precalculus Trigonometry
- Introductory Chemistry I and II
- Pathophysiology
- Human Anatomy and Physiology
- Statistics
- College Physics I and II
- Medical Terminology
- Health Care Systems

Proposed Curriculum

<i>Course Number/Title</i>	<i>Credits</i>
First Year -Fall NMT 602 Intro to Clinical Nuclear Medicine, Patient Care & Communication Skills NMT 610 Medical Radiation Physics & Lab NMT 621 Nuclear Medicine Instrumentation 1 & Lab NMT 631 Nuclear Medicine Anatomy & Physiology - Procedures 1 Semester Total	3, 4, 4, 4
First Year-Spring CDS 610 Research Design & Stats NMT 632 Nuclear Medicine Anatomy & Physiology - Procedures II NMT 641 Regulations, Radiation Protection/Biology & Lab NMT 691 Clinical Practice 1 Semester Total	3, 4, 4, 3 14
First Year-Summer NMT 605 Cross-Sectional Anatomy NMT 622 Nuclear Medicine Instrumentation II NMT 623 Computed Tomography NMT 692 Clinical Practice II HCM 590 or HP 650 Management Class Semester Total	3, 3, 3, 5 3
Second Year-Fall CDS 625 Analysis of Scientific Publication NMT 660 Radiopharmacy, Pharmacology & Lab NMT 693 Clinical Practice III NMT 698 Non-Thesis Research CDS XXX Professional Development Course Semester Total	3,3, 7, 4, 1 18
Total Hours for professional phase program	64

DECISION ITEM D-4: The University of Alabama in Huntsville, Master of Science in Space Science (CIP 40.9999)

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 broad overarching goal of the proposed Master of Science in Space Science (MS) degree is to empower graduates to perform analytical thinking on real science and technology problems, forging a multitalented, creative workforce for the future of the United States. More specifically, the objective is to contribute to the preparation of the next generation of space professionals, provide students the opportunity to engage in cutting edge research, and increase the diversification of the space profession and workforce.

Role: The proposed program is within the instructional role recognized by the Commission for the University of Alabama in Huntsville (UAH).

Mode of Delivery: This proposed program will be offered through a traditional classroom format.

Similar Programs: The proposed UAH Space Science graduate program is unique in Alabama and does not duplicate or resemble any program offered in Alabama. Some Alabama universities offer courses similar to that proposed here, such as the introductory plasma physics course SPA 522. However, the proposed Space Science graduate program is the only one in Alabama that integrates these multidisciplinary courses into a coherent program of study. There are no similar programs in other SREB states. Additionally UAH asserts that nationally, there is no single unified space science program of the kind described here.

Collaboration: The proposed Space Science graduate program is unique in Alabama and does not duplicate or resemble any program offered in Alabama. UAH would be amenable to exploring collaboration(s) as future opportunities may potentially develop.

Resources: The proposal projected that a total of \$663,269 in new funds will be required to support the proposed program. A total of \$1,524,400 will be available through tuition.

Public Review: The program was posted on the Commission website from January 8 until January 28 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The program is well aligned with the institution's strategic goals.
2. The job outlook for professionals with an advanced Space Science degree is positive.
3. There should be sufficient funds available for program sustainability and growth as described in the proposal.
4. There appears to be sufficient need and student demand to support the program.
5. UAH has conducted a detailed quantitative analysis well supporting the program's potential to be nationally ranked.

DECISION ITEM D-4: The University of Alabama in Huntsville, Master of Science in Space Science (CIP 40.9999)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Space Science.

Implementation Date: The proposed program will be implemented in August 2015. Based on Commission policy, the proposed program must be implemented by March 20, 2017, 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 5, 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 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 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.

The University of Alabama in Huntsville (UAH) 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, 2020.

- 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 Alabama in Huntsville program proposal, submitted September 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 Alabama in Huntsville

PROGRAM Master of Science in Space Science (CIP 40.9999)

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	\$10,000	\$0	\$0	\$0	\$0	\$10,000
STAFF	\$53,750	\$55,363	\$57,023	\$58,734	\$60,496	\$285,366
ASSISTANTSHIPS	\$47,170	\$47,768	\$48,374	\$49,986	\$49,605	\$242,903
OTHER	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000
TOTAL	\$135,920	\$128,131	\$130,397	\$133,720	\$135,101	\$663,269

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	\$281,200	\$251,600	\$296,000	\$325,600	\$370,000	\$1,524,400
TOTAL	\$281,200	\$251,600	\$296,000	\$325,600	\$370,000	\$1,524,400

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	4	9	9	11	12	9
NEW ENROLLMENT HEADCOUNT	4	4	4	6	6	5
DEGREE COMPLETION PROJECTIONS	0	0	4	4	4	3-YEAR AVERAGE 4

Attachment 2

Summary of Background Information

Master of Science in Space Science
The University of Alabama in Huntsville

Role: The proposed program is within the instructional role recognized by the Commission for the University of Alabama in Huntsville (UAH).

Objectives: The overarching goal of the proposed Master of Science in Space Science degree is to develop and offer a program that will:

- Educate and train new generations of space scientists to contribute to the preparation of the next generation of space professionals and workforce, e.g., space scientists, space engineers, satellite designers and builders, astronauts, etc.
- Provide a unique unified Space Science graduate program under the umbrella of a single university department (solar and space science programs in the U.S. are typically spread among several academic disciplines).
- Provide opportunities through the graduate program for students to engage in cutting edge research in solar physics, heliospheric science, cosmic ray physics, and high-energy astrophysics with faculty from the Department of Space Science and with UAH research partners: The University of Alabama in Huntsville's (UAH's) Center for Space Plasma and Aeronomic Research (CSPAR) and the Marshall Space Flight Center (MSFC).
- Introduce students to an academic discipline, solar and space physics, with global consequences that are both intellectually stimulating and relevant to society.
- Increase the diversification of the space professional and workforce population by encouraging the participation of women and underrepresented groups in the Space Science program.

Assessment: The following components will be comprise the major aspects of the assessment system:

- Student interest: Students applying and admitted to the program will be tracked.
- Quality and Relevance: Student performance in their courses as measured by grades and success in the Comprehensive Exam. In addition for students who take the thesis option, the quality of the thesis and the defense of the thesis will be monitored to assess the effectiveness of the programmatic elements.
- Follow-on Surveys: The institution will send surveys to all graduates to gauge their opinion of the program, soliciting suggestions and recommendations for improvements to the Space Science graduate program. This data will provide information to be used in an ongoing qualitative assessment of the program.
- Employer Survey: Employers of Space Science graduates will be surveyed in order to evaluate the effectiveness of the graduate program in meeting their needs. Responses from employers will be used in an ongoing qualitative assessment process.

Based on the results of these various assessments, adjustments to the Space Science graduate program and courses will be made as necessary to ensure a successful, effective program.

Administration: The program will be administered by the Dean of the College of Science, Dr. Sundar Christopher, and the Chair of the Department of Space Science, Dr. Gary P. Zank.

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 votes were received; all four recommended approval of the proposed Master of Science in Space Science.

Accreditation: No specialized accreditation agency exists for a graduate program in Space Science.

Curriculum: The Master's degree thesis option entails core coursework of 21 credit hours; an additional 9 credit hours of elective courses; and completing 6 hours of Master's thesis (SPA699).

The non-thesis option is comprised of completing the core coursework (21 credit hours); and completing an additional 15 credit hours of elective courses. For the non-thesis option, a written Comprehensive Examination must also be passed.

The list of core courses is: SPA522, SPA622, SPA623, SPA624, MA607, MA609, PH631 or equivalent, PH732.

The list of elective courses is: SPA625, SPA626, SPA627, SPA628, SPA629, SPA630, SPA662, SPA663, SPA741, SPA742, SPA771, SPA689, SPA789, PH574, PH601, PH651, PH652, PH661, MAE520, MAE651.

Tabular list of new courses developed for the proposed Space Science M.Sc. (and Ph.D.) graduate program.

SUBJECT	COURSE #	TITLE	CREDIT HOURS
SPA	522	INTRODUCTION TO PLASMA PHYSICS	3
SPA	532	SPACE ORIENTATION FOR EDUCATORS	3
SPA	622	CLASSICAL AND QUANTUM STATISTICS	3
SPA	623	TRANSPORT PROCESSES IN SPACE	3
SPA	624	SPACE PHYSICS I	3
SPA	625	SPACE PHYSICS II	3
SPA	626	SPACE WEATHER	3
SPA	627	DETECTORS AND INSTRUMENTATION	3
SPA	628	SOLAR PHYSICS	3
SPA	629	ASTROPHYSICAL FLUID DYNAMICS	3
SPA	630	WAVES IN FLUIDS	3
SPA	662	COMPUTATIONAL PHYSICS	3
SPA	663	COMPUTATIONAL FLUID DYNAMICS & MHD	3
SPA	689	SELECTED TOPICS	3
SPA	741	PHYSICS OF COSMIC RAYS	3
SPA	742	GAMMA RAY BURSTS	3
SPA	771	COMPETITIVE GRANT WRITING WORKSHOP	3
SPA	789	SELECTED TOPICS	3

Collaboration: The proposed Space Science graduate program is unique in Alabama and does not duplicate or resemble any program offered in the State. UAH would be amenable to exploring collaboration(s) as future opportunities may potentially develop.

Distance Education: This proposed program will be offered through a traditional classroom format. Once the program is established and it is clear that a statewide or national demand exists for the program, UAH states that they will revisit the possibility of using distance education technology.

Admissions: The Department of Space Science will follow the guidelines set by the Graduate School at The University of Alabama in Huntsville as the primary criteria for selecting students for admission into the program. In addition, the department faculty will carefully evaluate the past performance of each student, as documented in transcripts for all undergraduate and graduate courses. The Graduate Record Examination (GRE) will be required for all students and Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required for all international students. Letters of recommendation will be used to assess the student's potential for graduate school. Finally, the student must demonstrate a strong interest in performing research in Space Science, as indicated in the personal statement on their application.

Need: "Solar and space physics is a field with global consequences that are both intellectually stimulating and relevant to society. Heliophysics programs empower young scientists and engineers to perform analytical thinking on real science and technology problems, forging a multitalented, creative workforce for the future of the United States. Through education and public outreach, the general public is inspired by the sheer beauty of [solar and space phenomena and events]." [Source: *Solar and Space Physics: A Science for a Technological Society*]

Like a number of major disciplines, such as Astronomy and Astrophysics, the Space Science community through its activities on the National Research Council generates a decadal review that summarizes the state of the field, identifies critical needs and programs, assesses the health of the field, and makes recommendations for research programs, initiatives, societal imperatives, and educational activities for the coming decade. The survey for the current decade, *Solar and Space Physics: A Science for a Technological Society*, published by the "Committee on a Decadal Strategy for Solar and Space Physics (Heliophysics); Space Studies Board; Aeronautics and Space Engineering Board; Division of Earth and Physical Sciences; National Research Council," 2013, provides a lengthy and detailed analysis of the importance and impact of solar and space physics on society.

Projected	Job Openings					
	Year	Year 2	Year 3	Year 4	Year 5	Total
Local	6	6	6	6	6	30
State	24	24	24	24	24	120
SREB	20	20	20	20	20	100
Nation	120	120	120	120	120	600

Student Demand: Most students graduating with a terminal M.S. do not typically enter the space science-related research or academic employment fields, since these fields generally require at least a Ph.D. degree. Some do enter the educational field, either at a high school level or occasionally at the 2- and 4-year college level, but these latter positions increasingly require a Ph.D. Recognizing that most teaching positions in science, physics, information technology/computer science, or mathematics typically require additional B.Ed. qualifications, UAH surveyed the State of Alabama to find the number of positions available in these four fields. UAH found 12 math, 7 physics, 5 IT/computer science, and 18 general science teaching positions advertised.

The national projected annual growth in the high school teaching and education field is about 6 percent for 2012 -2022. UAH has already targeted the local educational community by providing a summer 3-credit class SPA 532, SPACE ORIENTATION FOR EDUCATORS, which is a weeklong course at the

U.S. Space and Rocket Center in Huntsville, Alabama for pre-service and in-service teachers. In summary, for most of M.S. graduates, UAH expects them to continue on to a Ph.D. degree either immediately or in the future. After completing and passing the Comprehensive Exam, or even completing an M.S. with thesis, the space science mentored students have either remained at UAH or gone on to other graduate schools.

Given the job opportunities, UAH's recognition as a leader in these areas, emphases in the strategic plan, and the availability of student assistantships student demand is expected to be strong.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 8

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty employed to teach in the first five years:

Primary Faculty:

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

The proposed program will be staffed with existing faculty.

Support Staff: A staff assistant will be hired, to support particularly the student and academic administrative needs of the Department of Space Science. Grant and contract and related research support will be provided by the existing UAH CSPAR administrative structure, with which the Department of Space Science is collocated.

Fellowships and Assistantships: Consistent with UAH current level of student support by Space Science faculty, UAH anticipates that more than 50 percent of the students will be supported by graduate research assistantships or fellowships. In the past four years, students working with Space Science faculty have received nine (9) fellowships, typically for two to three years in support of their graduate studies. These awards include Alabama Space Grant College Awards and a variety of Fellowships. The Department of Space Science and Space Plasma and Aeronomic Research (CSPAR) also administer the Fishman-Curry Foundation which provides scholarship, travel, and publication support specifically to students. Currently, incoming students receive a stipend in addition to tuition and health insurance.

Equipment: The Department of Space Science is collocated with the UAH Center for Space Plasma and Aeronomic Research (CSPAR) within the National Space Science Technology Center (NSSTC) building of the UAH campus. Also housed in the NSSTC building are the science groups in solar physics, high-energy astrophysics, and planetary physics with whom there is collaboration. CSPAR has significant equipment resources, ranging from detector technology to high-performance computing clusters. The Marshall Space Flight Center (MSFC) possesses considerable laboratory and equipment resources. All of these resources will be available to UAH Space Science graduate students in their research activities.

Facilities: Space Science faculty are accommodated in suitable office space in the NSSTC building. Current students share two large communal offices with desks and computers and supporting resources. Additional space for housing graduate students in the NSSTC will be added as the program grows since UAH is at maximum capacity in this regard.

Library: Adequate library facilities that currently support undergraduate and graduate students in Physics, Space Physics, Astronomy, and Astrophysics are available on campus. These library facilities consist of numerous scientific journals and research publications that would be used for the proposed Space Science graduate program. Much of the material needed for course work and research by Space Science students is available electronically as well. Thus, no major new library materials will be needed for the proposed Space Science graduate program, with the possible exception of one new space physics journal, the Journal of Geophysical Research (Space). An electronic submission would be quite sufficient. In addition, students, through the faculty, will have access to the technical library located on the Redstone Arsenal in Huntsville, which is recognized as one of the best such facilities in the southeastern United States.

Program Budget: A total of \$663,269 in estimated new funds will be required to support the proposed program over the first five years. A total of \$1,524,400 will be available through tuition.

Attachment 3

The University of Alabama in Huntsville
 Master of Science in Space Science
Appendix A: Typical curriculum by semester

Master's degree program (2 years).

Number in brackets following the course name is the number of credit hours.

	Fall	Spring
Year 1	Introduction to Plasma Physics (3), Classical & Quantum Statistics (3), Mathematical Methods I (3).	Electromagnetic Theory I (3), Mathematical Methods II (3), Space Physics I (3).
Year 2	Solar Physics or Space Physics II (3), Electromagnetic Theory II (3), Computational Physics (3).	Space Weather or Detectors & Instrumentation (3), Master's Thesis (3) or Transport Processes in Space (3), Master's Thesis (3) or Computational Fluid Mechanics & MHD (3).

DECISION ITEM D-5: The University of Alabama in Huntsville, Doctor of Philosophy in Space Science (CIP 40.9999)

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 broad overarching goal of the proposed Doctor of Philosophy in Space Science (PhD) degree is to provide students the opportunity to engage in cutting edge research, to empower graduates to perform analytical thinking on real science and technology problems, forging a multitalented, creative workforce for the future of the United States. More specifically, the objective is to contribute to the preparation of the next generation of space professionals and increase the diversification of the space profession and workforce.

Role: The proposed program is within the instructional role recognized by the Commission for the University of Alabama in Huntsville (UAH).

Mode of Delivery: This proposed program will be offered through a traditional classroom format.

Similar Programs: The proposed program is unique in Alabama and does not duplicate or resemble any program offered in Alabama. Some Alabama universities offer courses similar to that proposed here, such as the introductory plasma physics course SPA 522. However, the proposed Space Science doctorate program is the only one in Alabama that integrates these multidisciplinary courses into a coherent program of study. There are no similar programs in other SREB states. Additionally UAH asserts that nationally, there is no single unified space science program of the kind described here.

Collaboration: The proposed Space Science graduate program is unique in Alabama and does not duplicate or resemble any program offered in Alabama. UAH would be amenable to exploring collaboration(s) as future opportunities may potentially develop.

Resources: The proposal projected that a total of \$663,269 in new funds will be required to support the proposed program. A total of \$1,524,400 will be available through tuition.

Public Review: The program was posted on the Commission website from January 8 until January 28 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The program is well aligned with the institution's strategic goals.
2. The job outlook for professionals with a Doctor of Philosophy in Space Science degree is positive.
3. There should be sufficient funds available for program sustainability and growth as described in the proposal.
4. There appears to be sufficient need and student demand to support the program.
5. UAH has conducted a detailed quantitative analysis well supporting the program's potential to be nationally ranked.
6. The PhD degree is seamlessly integrated with the proposed UAH Master of Science in Space Science degree.

DECISION ITEM D-5: The University of Alabama in Huntsville, Doctor of Philosophy in Space Science (CIP 40.9999)

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

Staff Recommendation: That the Commission approve the proposed Doctor of Philosophy in Space Science.

Implementation Date: The proposed program will be implemented in August 2015. Based on Commission policy, the proposed program must be implemented by March 20, 2017, 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 2017-18 through 2019-20 (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 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.

The University of Alabama in Huntsville (UAH) 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, 2020.

- 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 Alabama in Huntsville program proposal, submitted September 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 Alabama in Huntsville

PROGRAM Doctor of Philosophy in Space Science (CIP 40.9999)

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	\$10,000	\$0	\$0	\$0	\$0	\$10,000
STAFF	\$53,750	\$55,363	\$57,023	\$58,734	\$60,496	\$285,366
ASSISTANTSHIPS	\$47,170	\$47,768	\$48,374	\$49,986	\$49,605	\$242,903
OTHER	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000
TOTAL	\$135,920	\$128,131	\$130,397	\$133,720	\$135,101	\$663,269

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	\$281,200	\$251,600	\$296,000	\$325,600	\$370,000	\$1,524,400
TOTAL	\$281,200	\$251,600	\$296,000	\$325,600	\$370,000	\$1,524,400

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	6	9	10	12	12	10
NEW ENROLLMENT HEADCOUNT	6	2	4	4	4	4
DEGREE COMPLETION PROJECTIONS	0	0	3	3	3	3
						3-YEAR AVERAGE

Attachment 2

Summary of Background Information

Doctor of Philosophy in Space Science
The University of Alabama in Huntsville

Role: The proposed program is within the instructional role recognized by the Commission for the University of Alabama in Huntsville (UAH).

Objectives: The overarching goal of the proposed Doctor of Philosophy in Space Science degree is to develop and offer a program that will:

- Emphasize Ph.D. degree recipients are expected to conduct original, independent research adhering to the principles of scientific rigor and research ethics.
- Educate and train new generations of space scientists to contribute to the preparation of the next generation of space professionals and workforce, e.g., space scientists, space engineers, satellite designers and builders, astronauts, etc.
- Provide a unique unified Space Science doctorate program under the umbrella of a single university department (solar and space science programs in the U.S. are typically spread among several academic disciplines).
- Provide opportunities through the doctorate program for students to engage in cutting edge research in solar physics, heliospheric science, cosmic ray physics, and high-energy astrophysics with faculty from the Department of Space Science and with UAH research partners: The University of Alabama in Huntsville's (UAH's) Center for Space Plasma and Aeronomic Research (CSPAR) and the Marshall Space Flight Center (MSFC).
- Introduce students to an academic discipline, solar and space physics, with global consequences that are both intellectually stimulating and relevant to society.
- Increase the diversification of the space professional and workforce population by encouraging the participation of women and underrepresented groups in the Space Science program.

Assessment: The program will be evaluated annually to determine its effectiveness and to obtain feedback for future improvements. The primary metrics that will be used in assessing the program are the following:

- Student interest: Students applying and admitted to the program will be tracked.
- Quality and Relevance: Student performance in their courses as measured by grades, success in the Comprehensive Exam, the quality of the Ph.D. dissertation, and the defense of the dissertation will be monitored to assess the effectiveness of the programmatic elements. Dissertation excellence will be measured in terms of publications and impact. UAH will monitor the students' ability to obtain professional post-Ph.D. employment and track their careers for several years after graduation.
- Follow-on surveys: The institution will send surveys to all graduates to gauge their opinion of the program, soliciting suggestions and recommendations for improvements to the Space Science doctoral program. These data will provide information to be used in an ongoing qualitative assessment of the program.
- Employer Survey: Employers of Space Science graduates will be surveyed in order to evaluate the effectiveness of the doctoral program in meeting their needs. Responses from employers will be used in an ongoing qualitative assessment process.

Based on the results of these various assessments, adjustments to the Space Science doctoral program and courses will be made as necessary to ensure a successful, effective program.

Administration: The program will be administered by the Dean of the College of Science, Dr. Sundar Christopher, and the Chair of the Department of Space Science, Dr. Gary P. Zank.

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). Three votes were received; all three recommended approval of the proposed Doctor of Philosophy in Space Science.

Accreditation: No specialized accreditation agency exists for a doctoral program in Space Science.

Curriculum: The Doctor of Philosophy degree entails core coursework of 24 credit hours; an additional 24 credit hours of elective courses; and completing 18 hours of dissertation units (SPA799).

In addition, candidates must pass the written Comprehensive Examination; give at least two seminar (Journal Club) presentations as part of the departmental seminar series; write a dissertation proposal and pass the Ph.D. oral Qualifying Examination; and write and defend a Ph.D. dissertation. Further, students are required to have had a first authored peer reviewed paper published or accepted in a major international journal before their graduation date.

The list of core courses is: SPA522, SPA622, SPA623, SPA624, MA607, MA609, PH631, EE609, or equivalent, PH732, and EE719, or equivalent (Ph.D. only).

There are several options available for electricity and magnetism classes such as PH631, PH732, or EE609, EE719, and mathematics classes MA607, MA609, all offered annually.

The list of elective courses is: SPA625, SPA626, SPA627, SPA628, SPA629, SPA630, SPA662, SPA663, SPA741, SPA742, SPA771, SPA689, SPA789, PH574, PH601, PH651, PH652, PH661, MAE520, and MAE651.

Tabular list of new courses developed for the proposed Ph.D. graduate program.

SUBJECT	COURSE #	TITLE	CREDIT HOURS
SPA	522	INTRODUCTION TO PLASMA PHYSICS	3
SPA	532	SPACE ORIENTATION FOR EDUCATORS	3
SPA	622	CLASSICAL AND QUANTUM STATISTICS	3
SPA	623	TRANSPORT PROCESSES IN SPACE	3
SPA	624	SPACE PHYSICS I	3
SPA	625	SPACE PHYSICS II	3
SPA	626	SPACE WEATHER	3
SPA	627	DETECTORS AND INSTRUMENTATION	3
SPA	628	SOLAR PHYSICS	3
SPA	629	ASTROPHYSICAL FLUID DYNAMICS	3
SPA	630	WAVES IN FLUIDS	3
SPA	662	COMPUTATIONAL PHYSICS	3
SPA	663	COMPUTATIONAL FLUID DYNAMICS & MHD	3
SPA	689	SELECTED TOPICS	3
SPA	741	PHYSICS OF COSMIC RAYS	3
SPA	742	GAMMA RAY BURSTS	3
SPA	771	COMPETITIVE GRANT WRITING WORKSHOP	3
SPA	789	SELECTED TOPICS	3

Collaboration: The proposed Space Science doctoral program is unique in Alabama and does not duplicate or resemble any program offered in Alabama. UAH would be amenable to exploring collaboration(s) as future opportunities may potentially develop.

Distance Education: This proposed program will be offered through a traditional classroom format. Once the program is established and it is clear that a statewide or national demand exists for the program, UAH states that they will revisit the possibility of using distance education technology.

Admissions: The Department of Space Science will follow the guidelines set by the Graduate School at The University of Alabama in Huntsville as the primary criteria for selecting students for admission into the program. In addition, the department faculty will carefully evaluate the past performance of each student, as documented in transcripts for all undergraduate and graduate courses. The Graduate Record Examination (GRE) will be required for all students and Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required for all international students. Letters of recommendation will be used to assess the student's potential for graduate school. Finally, the student must demonstrate a strong interest in performing research in Space Science, as indicated in the personal statement on their application.

Need: Since the Ph.D. in Space Science is a terminal degree, graduates are expected to find employment. The goal of the Space Science graduate program is not to train students directly for specific niche employment. Instead, the program goals are to educate and train new generations of space scientists, to contribute to the preparation of the next generation of space professionals and workforce, to provide opportunities for students to engage in cutting edge research in space science with Space Science faculty and their partners, and to introduce students to the benefits of space activities for the technological well-being of society, for the social, economic and cultural development of society, and to promote the importance of the inclusion of space technology in national, social, and economic programs to help achieve sustainable development.

"Solar and space physics is a field with global consequences that are both intellectually stimulating and relevant to society. Heliophysics programs empower young scientists and engineers to perform analytical thinking on real science and technology problems, forging a multitalented, creative workforce for the future of the United States. Through education and public outreach, the general public is inspired by the sheer beauty of [solar and space phenomena and events]." [Source: *Solar and Space Physics: A Science for a Technological Society*]

Like a number of major disciplines, such as Astronomy and Astrophysics, the Space Science community through its activities on the National Research Council generates a decadal review that summarizes the state of the field, identifies critical needs and programs, assesses the health of the field, and makes recommendations for research programs, initiatives, societal imperatives, and educational activities for the coming decade. The survey for the current decade, *Solar and Space Physics: A Science for a Technological Society*, published by the "Committee on a Decadal Strategy for Solar and Space Physics (Heliophysics); Space Studies Board; Aeronautics and Space Engineering Board; Division of Earth and Physical Sciences; National Research Council," 2013, provides a lengthy and detailed analysis of the importance and impact of solar and space physics on society.

Projected	Job Openings					
	Year	Year 2	Year 3	Year 4	Year 5	Total
Local	8	8	8	8	8	40
State	10	10	10	10	10	50
SREB	19	19	19	19	20	96
Nation	61	62	62	63	63	311

Student Demand: UAH surveyed the number of postdoctoral positions in space science that were generated locally in Huntsville by CSPAR and MSFC from 2009-2014. A total of 24 positions (10 in

CSPAR and 14 in MSFC) were created over this period (i.e., an average of 4 per year). UAH, therefore, projected a rate of 4 new space science postdoctoral positions to be created locally per year in the future.

The Decadal Survey of Solar & Space finds that from 2001-2010, 456 jobs were advertised in solar and space physics in SPANews (a Space Science discipline newsletter that, also carries advertising for open positions in the field) and the American Astronomical Society's (AAS) Solar Physics Division (SPD) jobs site. These include advertised positions for faculty, scientists, postdocs, and staff positions throughout the U.S.A (46 per year). Of the 456 positions, 93 were for faculty positions (approximately 9 per year), 150 were postdoctoral positions (15 per year), and 141 were for scientist positions (14 per year). The number of positions per year in each category fluctuates from year to year and there is no clear long-term trend. Overall, the rate of Ph.D. production and job advertising in research and academic positions is quite similar (essentially a steady-state) when averaged over the period 2001-2010.

Given the job opportunities, UAH's recognition as a leader in these areas, emphases in the strategic plan, and the availability of student assistantships student demand is expected to be strong.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 8

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty employed to teach in the first five years:

Primary Faculty:

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

The proposed program will be staffed with existing faculty.

Support Staff: A staff assistant will be hired, to support particularly the student and academic administrative needs of the Department of Space Science. Grant and contract and related research support will be provided by the existing UAH CSPAR administrative structure, with which the Department of Space Science is collocated.

Fellowships and Assistantships: Consistent with UAH current level of student support by Space Science faculty, UAH anticipates that more than 50 percent of the students will be supported by graduate research assistantships or fellowships. In the past four years, students working with Space Science faculty have received nine (9) fellowships, typically for two to three years in support of their graduate studies. These awards include Alabama Space Grant College Awards and a variety of Fellowships. The Department of Space Science and Space Plasma and Aeronomic Research (CSPAR) also administer the Fishman-Curry Foundation which provides scholarship, travel, and publication support specifically to students. Currently, incoming students receive a stipend in addition to tuition and health insurance.

Equipment: CSPAR has significant equipment resources, ranging from detector technology to high-performance computing clusters. Marshall Space Flight Center (MSFC) possesses considerable laboratory and equipment resources. All of these resources will be available to UAH Space Science graduate students in their research activities.

Facilities: The Department of Space Science is collocated with the UAH Center for Space Plasma and Aeronomic Research (CSPAR) within the National Space Science Technology Center (NSSTC) building of the UAH campus. Also housed in the NSSTC building are the science groups in solar physics, high-energy astrophysics, and planetary physics with whom there is collaboration. Space Science faculty are accommodated in suitable office space in the NSSTC building. Current students share two large communal offices with desks and computers and supporting resources. Additional space for housing graduate students in the NSSTC will be added as the program grows since UAH is at maximum capacity in this regard.

Library: Adequate library facilities that currently support undergraduate and graduate students in Physics, Space Physics, Astronomy, and Astrophysics are available on campus. These library facilities consist of numerous scientific journals and research publications that would be used for the proposed Space Science graduate program. Much of the material needed for course work and research by Space Science students is available electronically as well. Thus, no major new library materials will be needed for the proposed Space Science graduate program, with the possible exception of one new space physics journal, the Journal of Geophysical Research (Space). An electronic submission would be quite sufficient. In addition, students, through the faculty, will have access to the technical library located on the Redstone Arsenal in Huntsville, which is recognized as one of the best such facilities in the southeastern United States.

Program Budget: A total of \$663,269 in estimated new funds will be required to support the proposed program over the first five years. A total of \$1,524,400 will be available through tuition.

Attachment 3

The University of Alabama in Huntsville
 Doctor of Philosophy in Space Science
Appendix A: Typical curriculum by semester

Doctoral degree program (4 years).

Number in brackets following the course name is the number of credit hours.

	Fall	Spring
Year 1	Introduction to Plasma Physics (3), Classical and Quantum Statistics (3), Mathematical Methods I (3).	Electromagnetic Theory I (3), Mathematical Methods II (3), Space Physics I (3).
Year 2	Space Physics II (3), Electromagnetic Theory II (3), Computational Physics (3).	Transport Processes in Space (3), Astrophysical Fluid Dynamics (3), Detectors & Instrumentation (3).
Year 3	Solar Physics (3), Waves in Fluids (3), Physics of Cosmic Rays (3).	Space Weather (3), Computational Fluid Dynamics & MHD (3), Doctoral Dissertation (3), Competitive Grant Writing Workshop (1).
Year 4	Gamma Ray Bursts & Jets (3) Doctoral Dissertation (3), Doctoral Dissertation (3).	Doctoral Dissertation (3), Doctoral Dissertation (3), Doctoral Dissertation (3).

DECISION ITEM D-6: The University of South Alabama, Master of Fine Arts in Creative Technologies and Practice (CIP 50.0706)

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 Master of Fine Arts (MFA) in Creative Technologies and Practice is a terminal degree that prepares artists at the highest academic level obtainable in the field. It is an intermedia program which emphasizes interdisciplinary practice involving a wide variety of creative technologies and spanning multiple traditional concentrations within the visual arts, such as animation, design, sculpture, photography, and film making, as well as areas not traditionally associated with the visual arts such as computer science (game design) and social work (social practice). The program trains individuals to enter the work force in a variety of creative technology areas, particularly as managers of creative teams involving diverse artistic media and technologies, to pursue careers as visual artists, to advance knowledge in the field through research or creative output, and to teach at the university level. This degree directly supports individuals entering creative technology industries and the fields of television, motion pictures, computer gaming, software development and other digital media areas.

Role: The University of South Alabama (USA) is authorized to offer programs at the master's level.

Mode of Delivery: According to the proposal, as a technologically intensive program, technology will play a strong role in the delivery of instruction and the interaction between students and instructors. As proposed, the program does not require residency during the final year. The final year of course work would be delivered entirely online. This allows students to enter the field earlier by working while completing their degree.

Similar Programs: Currently, there are no other programs listed at CIP 50.0706 in the Academic Program Inventory.

Collaboration: According to the proposal, Faulkner State Community College has recently established a Certificate in 3D animation. USA is currently discussing collaboration with Faulkner and it is expected that students in the Faulkner program would be able to pursue the Bachelor of Fine Arts in Art at USA and to move into the proposed program.

Resources: The proposal projected that \$375,232 in new funds would be needed over the first five years for the program and that \$525,200 would be available from tuition.

Public Review: The program was posted on the Commission website from January 8, 2015, until January 28, 2015, (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Currently, there are no other programs in the state with advanced degrees specifically in Creative Technologies.

DECISION ITEM D-6: The University of South Alabama, Master of Fine Arts in Creative Technologies and Practice (CIP 50.0706)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Master of Fine Arts in Creative Technologies and Practice.

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

Implementation Date: The proposed program will be implemented in August 2015. Based on Commission policy, the proposed program must be implemented by March 20, 2017, 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 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 progressing in existing 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 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, 2020.

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 November 13, 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 The University of South Alabama (USA)

PROGRAM Master of Fine Arts in Creative Technologies and Practice (CIP 50.0706)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY	\$8,772	\$0	\$0	\$0	\$0	\$8,772
LIBRARY	\$16,680	\$17,314	\$17,948	\$18,582	\$19,216	\$89,740
FACILITIES	\$20,000	\$0	\$0	\$0	\$0	\$20,000
EQUIPMENT	\$40,000	\$0	\$0	\$0	\$0	\$40,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
Assistantships/ Fellowships	\$15,480	\$30,960	\$46,440	\$61,920	\$61,920	\$216,720
TOTAL	\$100,932	\$48,274	\$64,388	\$80,502	\$81,136	\$375,232

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
LAB FEES	\$3,600	\$6,600	\$9,600	\$9,600	\$9,600	\$39,000
TUITION	\$44,880	\$82,280	\$119,680	\$119,680	\$119,680	\$486,200
TOTAL	\$48,480	\$88,880	\$129,280	\$129,280	\$129,280	\$525,200

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	6	11	16	16	16	13
NEW ENROLLMENT HEADCOUNT	6	6	6	6	6	6 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	2	5	5	4

Attachment 2

Summary of Background Information

Master of Fine Arts in Creative Technologies and Practice
The University of South Alabama

Role: The University of South Alabama is authorized to offer programs at the master's level.

Description and Objectives: The Master of Fine Arts (MFA) in Creative Technologies and Practice is a terminal degree that prepares artists at the highest academic level obtainable in the field. It is an intermedia program which emphasizes interdisciplinary practice involving a wide variety of creative technologies and spanning multiple traditional concentrations within the visual arts, such as animation, design, sculpture, photography, and film making, as well as areas not traditionally associated with the visual arts such as computer science (game design) and social work (social practice). The program trains individuals to enter the work force in a variety of creative technology areas, particularly as managers of creative teams involving diverse artistic media and technologies, to pursue careers as visual artists, to advance knowledge in the field through research or creative output, and to teach at the university level. This degree directly supports individuals entering creative technology industries and the fields of television, motion pictures, computer gaming, software development and other digital media areas.

Assessment: According to the proposal, assessment of all thesis projects is through defense before a body of appropriate faculty. As part of this process, faculty will score the student and the body of work utilizing an assessment instrument. The rubric developed for the instrument will cover an array of technical and creative skills directly related to expected student outcomes. Outcomes of the assessment process will be closely monitored and any issues discovered via the process will be addressed through changes to the program or other appropriate actions.

In addition to assessment of students at the time of defense, the department will maintain contact with alumni, tracking employment and professional achievement through surveys administered through the alumni office and the department's alumni webpages, which offer graduates space to list professional achievements, current employment, and contact information.

Administration: The program will be administered by the School of Arts and Sciences, Andrzej Wierzbicki, Dean; and Jason Guynes, 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). Three deans participated in the initial review of the proposal. All three deans were in support of the proposed program.

Four deans participated in the final review of the proposal. All four recommended approval of the program.

Accreditation: According to the proposal, USA program officials will pursue accreditation of the proposed program through the National Association of Schools of Arts and Design (NASAD).

Curriculum: There will be no new courses added to the proposed curriculum.

Major courses:	36 semester hours
Required or Free Electives:	18
Thesis or dissertation:	6
Total:	60 minimum

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.

Collaboration: Faulkner State Community College (FSC) has recently established a certificate program in 3D animation and visual communication. USA is currently discussing collaboration with FSC and it is expected that students in the FSC certificate program would be able to pursue the BFA in art or dramatic arts at USA, and to move into the proposed program.

Distance Education: According to the proposal, as a technologically intensive program, technology will play a strong role in the delivery of instruction and the interaction between students and instructors. As proposed, the program does not require residency during the final year. The final year of course work would be delivered entirely online. This allows students to enter the field earlier by working while completing their degree.

Admissions: The graduate school has three categories of admission - regular, provisional, and non-degree. Minimum standards include a bachelor's degree with a 3.0 grade point average (GPA) for regular admission, or a 2.5 GPA for provisional admission in all undergraduate work. All programs have requirements in addition to these minimum graduate school standards.

Beyond what is required for admission to the graduate school, admission to the Creative Technologies and Practice proposed program is based on portfolio review adjudicated by an admission committee comprised of departmental faculty. Admission review is based on critical examination of the academic record; the content of courses taken; and the portfolio of studio work, papers, and/or professional experience as appropriate. Applicants would be expected to possess experience in Adobe Creative and Production programs as well as other programs which may be integral to their field, and to have obtained a high level of technical and conceptual competency. While it would be expected that the majority of students would possess undergraduate degrees in the visual arts, those with degrees in related fields such as computer science, engineering, film making, etc. would be eligible for admission.

Need: According to USA officials, surveys were conducted of current students and individuals who have a baccalaureate degree in visual arts or a related field. Statistics demonstrate a strong demand for an advanced degree in the visual arts with particularly strong interest in Creative Technologies. The large number of for-profit institutions that currently operate in the US also demonstrates strong student interest in creative technologies. The US Department of Education's 2014 list of private, for-profit institutions with the highest tuition rates shows that 15 out of the top 35 institutions were schools of art and design with tuitions ranging from \$20,469 per year to \$31,030 per year. In the southeast, among the most popular private non-profit schools for training in creative technology areas are Savannah College of Art and Design and Ringling College. These private institutions charge annual tuitions of \$33,450 and \$36,624 respectively. This same demand also points to a strong need in the state. Because there are no programs in the state with advanced degrees specifically in the creative technologies, students are forced to go out of state paying exorbitant rates.

Student Demand: According to the proposal, the services of the USA polling group were enlisted to conduct a feasibility survey. Surveys were conducted of currently registered students across the entire campus with 241 respondents, and of visual arts alumni with 29 respondents. Surveys demonstrate a strong interest in the MFA program. Among the entire student population 11 percent (26 respondents) indicated that they would be very interested in pursuing the proposed degree program and 28 percent (63 respondents) would be somewhat interested in pursuing the proposed program. Among individuals who indicate that they are visual art or communications majors, 31 percent (9 students) stated that they were very interested in personally pursuing the proposed degree and 45 percent (13 students) were somewhat interested in personally pursuing the proposed degree. On the alumni survey, 41 percent (12 respondents) indicated that they

were very interested in pursuing the degree and 24 percent (7 respondents) were somewhat interested in pursuing the degree.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 6

Part-time: 0

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

Support Staff: The Department of Visual Arts has one full-time position and four part-time student assistant positions in the departmental office in addition to the departmental chairperson.

Fellowships and Assistantships: According to USA officials, one assistantship will be offered in each of the first three years with an additional assistantship added in the fourth year and maintained in the fifth. Assistantships include a tuition waiver and an \$8,000 stipend per year.

Equipment: USA's Department of Visual Arts currently operates under a computer policy for students enrolled in graphic design. This policy would be expanded to include students in the proposed program. Equipment needed to support this program would be comprised of upgrades in existing faculty computers and software, purchases of additional photography equipment, and to upgrades in server space. The department currently maintains two computer media labs and a digital photography lab, as well as a server housed in Computer Services. The server would be upgraded, or a second server purchased. New equipment and software purchases would total \$40,000. It is anticipated that these expenses and future recurrent expenses of this type will be offset by student lab fees.

Facilities: According to the proposal, the digital photography lab will need minor renovations. No adjustments would need to be made for the primary computer labs. These renovations would total \$20,000.

Library: USA officials have made recommendations for an increase in the annual materials allocation for improvement in the monographic and media resources needed to support a graduate program, and to help bring the Marx Library collections to the level of holdings in comparable institutions. Decisions on specific book and media titles to be added to the collection would be made in consultation with the faculty in the Visual Arts Department. Program officials have recommended the purchase of one database called ArtSource. The addition of this database would complement databases currently in the Marx Library collection, such as ArtStor, Academic Search Complete, Communication and Mass Media Complete, and Business Source Complete. Cost for the database and media resources are as follows:

ArtSource (Database)	\$12,680.00
Print and Electronic Monographs and Media	<u>\$4,000.00</u>
	\$16,680.00

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 20, 2015

Program Budget: The proposal projected that \$375,232 in new funds would be needed over the first five years for the program and that \$525,200 would be available from tuition, and lab fees.

Attachment 3

**The University of South Alabama
 Master of Fine Arts in Creative Technologies & Practice
 Proposed Typical Curriculum by Semester**

Appendix A
 Typical Curriculum

Year One			
Fall Semester		Spring Semester	
Rotating Coursework or Topics in Creative Technologies	3 hrs	Rotating Coursework or Topics in Creative Technologies	3 hrs
Directed Research	3 hrs	Directed Research	3 hrs
Elective or Directed Research	3 hrs	Elective	3 hrs
Thesis	1 hr	Thesis	1 hr
Total hrs	10 hrs	Total hrs	10 hrs
Year Two			
Fall Semester		Spring Semester	
Rotating Coursework or Topics in Creative Technologies	3 hrs	Rotating Coursework or Topics in Creative Technologies	3 hrs
Directed research	3 hrs	Directed research	3 hrs
Internship, or Directed Research	3 hrs	Internship, or Directed Research	3 hrs
Thesis	1 hr	Thesis	1 hr
Total hrs	10 hrs	Total hrs	10 hrs
Year Three			
Fall Semester		Spring Semester	
Rotating Coursework or Topics in Creative Technologies	3 hrs	Rotating Coursework or Topics in Creative Technologies	3 hrs
Directed research	3 hrs	Directed research	3 hrs
Internship, or Directed Research	3 hrs	Internship, or Directed Research	3 hrs
Thesis	1 hr	Thesis	1 hr
Total hrs	10 hrs	Total hrs	10 hrs

DECISION ITEM D-7: The University of Alabama in Huntsville, Bachelor of Arts in Theatre (CIP 50.0501)

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 Description: According to the proposal, the Theatre program will allow UAH to offer a baccalaureate degree program that will provide significant cultural opportunities to students, faculty, staff, and the local community. The program will also support the development of actors and theatre design students who learn how to support theatrical productions, and will provide a cultural benefit to a community with a strong interest in the arts.

Role: The proposed program is within the instructional role recognized for The University of Alabama in Huntsville (UAH).

Mode of Delivery: Since much of theatre education involves hands-on work such as presenting a monologue or building a stage set, distance education will not be used.

Similar Programs: Similar programs located at CIP 50.0501 are as follows: Alabama State University - BA in Theatre Arts; the University of Alabama – BA in Theatre; the University of Alabama at Birmingham – BA in Theatre; Auburn University – BFA/BA in Theatre; and the University of Montevallo – BFA/BA/BS in Theatre.

Collaboration: According to the proposal, there are no current plans to seek collaboration with other academic institutions. However, as and when available, UAH will explore collaboration possibilities with theatre programs in other academic institutions in Alabama and the surrounding region.

Resources: The proposal projected that a total of \$374,098 in new funds will be required to support the proposed program. A total of \$774,827 will be available through internal reallocation and tuition.

Public Review: The program was posted on the Commission website from January 8 through January 28 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will produce graduates who can engage in theatrical production by providing technical expertise to stage many kinds of events including musical shows, and public ceremonies.
2. Graduates of the program will find job opportunities in production support services, arts and arts administration, acting, directing, managing, and technical production.
3. The program will have three areas of specializations: Performance, Design Technology, and Dramaturgy.

DECISION ITEM D-7:

The University of Alabama in Huntsville,
Bachelor of Arts in Theatre (CIP 50.0501)

Staff Presenter:

Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

That the Commission approve the proposed Bachelor of Arts in Theatre.

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

The program will have three specializations: Performance; Design Technology; and Dramaturgy. Consistent with Commission policy and operational definitions, these specializations will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

Implementation Date: The proposed program will be implemented in August 2015. Based on Commission policy, the proposed program must be implemented by March 20, 2017 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 2017-18 through 2019-20 (three-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 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.

The University of Alabama in Huntsville (UAH) 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, 2020.

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 Alabama in Huntsville (UAH) program proposal, dated November 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 The University of Alabama in Huntsville (UAH)

PROGRAM Bachelor of Arts in Theatre

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY	\$55,000	\$56,375	\$57,784	\$59,229	\$60,710	\$289,098
LIBRARY	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$10,000	\$35,000	\$10,000	\$10,000	\$10,000	\$75,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$67,000	\$93,375	\$69,784	\$71,229	\$72,710	\$374,098

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$14,754	\$0	\$0	\$0	\$0	\$14,754
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$52,246	\$94,566	\$140,091	\$193,256	\$279,914	\$760,073
TOTAL	\$67,000	\$94,566	\$140,091	\$193,256	\$279,914	\$774,827

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	4	9	17	20	22	14
NEW ENROLLMENT HEADCOUNT	4	5	8	8	10	7
						3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	5	8	10	8

Attachment 2

Summary of Background Information

Bachelor of Science in Theatre
The University of Alabama in Huntsville (UAH)

Role: The proposed program is within the instructional role recognized for The University of Alabama in Huntsville (UAH).

Description/Objectives: According to the proposal, the Theatre program will allow UAH to offer a baccalaureate degree program that will provide significant cultural opportunities to students, faculty, staff, and the local community. The program will also support the development of actors and theatre design students who learn how to support theatrical productions, and will provide a cultural benefit to a community with a strong interest in the arts. A graduate with a Theatre major should have the following learning outcomes. A graduate should know:

- Acting: portray a character in front of a live audience, to memorize lines, interpret behavior described in a script and act with conviction to convince an audience; to engage the actor's instrument, movement, psychology, voice and diction and discipline.
- Set Design: design and build a set for a play or musical, to coordinate physical needs of a play and its venue and find a creative solution to the world of the play, to research the period, the genre and social circumstances giving form to the environment; and to prepare the surfaces invented to communicate the artistic quality of that location using paint, texture and set dressings.
- Lighting Design: design and install lighting for a play, to hang and cable instruments, prepare paperwork that describes the light plot; to focus and gel and use patterns to enhance mood and give the audience information about the time of day, the feelings onstage, and where to look.
- Costume Design: identify and secure clothing for a character on stage to possess a general understanding of clothing history as it pertains to socio-economic status, fashions of the day, and overall attitude of the persona wearing the garments; and to apply their make-up and style hair.
- Sound Design: enhance a scene onstage with music, sound effects and amplification and should possess knowledge of sound in live theatre.
- Literature: interpret a play, to be able to read and understand the subtle nuances of playwriting and, in effect, read between the lines.
- Producing: produce a play. He or she should know the organizational chart of Theatre and understand what each member and each discipline does to make a live performance happen.
- Knowledge of History: the basic knowledge of the history of the Theatre, from Greek to Modern, as well as a knowledge of the path Theatre has taken globally and its place in today's world.
- American Theatre: key writers in American Theatre and be familiar with their plays.
- Knowledge of Writers: key writers in World Theatre and be familiar with their plays.

Administration: The program will be administered by the Department of Liberal Arts, Glenn Dasher, Dean; and the Department of Communications Arts, Clarke Rountree, Chairperson.

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: According to the proposal, if the program is approved, UAH will seek accreditation from the National Association of Schools of Theatre (NAST).

Curriculum: The following four courses will be added to the proposed program: TH 250 Movement (3 hrs.); TH 321 Acting II (3 hrs.); TH 426 Theatre Design (3 hrs.); and TH 400 Stage Lighting and Video (3 hrs.).

Program Completion Requirements: The proposed program includes a 21-hour core of courses, three areas of 12-hour specializations, and courses that may be selected for six hours of elective credit.

Core (21)

TH 122 Theatre Appreciation
TH 221 Acting 1
TH 322 Theatre History
TH 425 Mainstage (1-3 hours; 6 hours required) [
TH 325 Elements of Production
CM 431 Senior Capstone in Communication Arts (internship & comprehensive exams)

Areas of Specialization (12)

Performance (12)

TH 110 Voice and Diction (formerly CM 110)
TH 250 Movement
TH 321 Acting 2
EH 461 Shakespeare I or EH 462 Shakespeare II

Design Technology (12)

CM 260 Video Production
MU 305 Music Technology
TH 426 Theatre Design
TH 4XX Stage Lighting and Video

Dramaturgy (12)

EH 461 Shakespeare I
EH 462 Shakespeare II
TH 323 Theatre History II
CM 426 Burkeian Theory & Criticism

Electives

CM 113 Intro to Rhetorical Communication
CM 260 Video Production
CM 330 Nonverbal Communication
CM 426 Burkeian Theory & Criticism
CM 444 Advertising
EH 461 Shakespeare I
EH 462 Shakespeare II
EH 465 Dramatic Literature

MKT 301 Principles of Marketing
MU 305 Music Technology I
TH 110 Voice and Diction (formerly CM 110)
TH 250 Movement
TH 321 Acting 2
TH 426 Theatre Design
TH 4XX Stage Lighting and Video

Credit hours required in minor (if applicable)

Students are required to have a minor. Minors range from 18 hours to 30 hours.

Credit hours in institutional general education or core curriculum

41 hours is required in Areas I-IV. Area V is reserved for pre-professional courses required for specific majors.

Credit hours in required or free electives

There are electives within the major (see the curriculum above), but nothing beyond this. Free electives may be used to meet the minimum hours for graduation noted below.

Total credit hours required for completion

The proposed program requires a minimum of 120 hours, although the total will be influenced by choice of minor (or second major), whether theatre courses (such as CM 122) are taken in the general education requirements, and whether the student chooses to take additional free electives.

Collaboration: According to the proposal, there are no current plans to seek collaboration with other academic institutions. However, as and when available, UAH will explore collaboration possibilities with theatre programs in other academic institutions in Alabama and the surrounding region.

Distance Education: Since much of theatre education involves hands-on work such as presenting a monologue or building a stage set, distance education will not be used.

Admissions: Any student in good standing with UAH may apply for admission to the Theatre program. In order to be in good academic standing, students must maintain a grade point average above the Academic Action Threshold (AAT), which varies according to classification. A student whose semester GPA falls below the applicable AAT will either be placed on academic warning, on probation, or dismissed, depending on other factors.

Students interested in becoming a Theatre major must first interview with the Director of Theatre to ensure they are well suited to the program. Students interested in the performance area of specialization, an audition will be required in this interview. Design Technology or Dramaturgical students will be asked about their knowledge and interests. Students may be asked to take a Theatre course and perform well prior to their acceptance into the major.

Need: In 1998/99, fewer than 90 students were enrolled in theatre courses at UAH. In 2013/14 there were 370 students. The minor in theatre graduated its first student in 2009. According to the proposal, a total of 32 students with a minor in theatre have been enrolled since then, with about a dozen graduates from the minor in theatre. A total of twenty-seven out of twenty-eight past and present minors responding to a survey indicated that they would have majored in Theatre had it been a BA program at UAH. A total of two past UAH Theatre minors went on to graduate study in theatre after completing their baccalaureate degrees.

Beyond those in the Theatre minor, hundreds more students have been involved in UAH's theatre productions, which include about four plays and/or musicals per year, as well as other minor events (including fundraisers and events such as Peace on Earth from December 2013). This

demonstrates an initial interest in the program and a population from which to draw in attracting majors.

Student Demand: According to the proposal, UAH conducted a total of two surveys of interest in the proposed theatre program. Survey #1 was emailed to 30 current and former students. Survey #1 asked "Would you have majored or double-majored in theatre had that been an option?" A total of 27 responded "Yes" and one responded "No."

Survey #2 was sent to the directors of local high school theatre programs. The second survey asked the following:

- How many students participate in theatre at your school? 1,100-1,200 students take theatre each year.
- How many students go on to study theatre in higher education? 39-58
- Which college theatre programs do students most favor? Frequently mentioned programs were UA, UM, Troy, AU, UAB, and Birmingham Southern.

Faculty:

Current Primary Faculty—

Full-time: 3

Part-time: 1

Support Faculty—

Full-time: 4

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 2

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

UAH plans to hire an acting teacher who can teach acting, advanced acting, and movement, as well as special topics in areas such as voice and diction, costuming, makeup or directing. This person should have an MFA, a terminal degree in theatre.

Support Staff: A staff assistant is currently available to help with requisitions and other financial matters.

Equipment: According to the proposal, LED stage lighting technology will be needed. Additionally as funds become available, the theatre department will invest in stage automation, advanced fabrication equipment, and video control.

Facilities: The institution will repurpose existing space to use for fabrication for building sets, props, and costumes as needed.

Library: Currently, UAH has 2,798 titles in theatre and drama and 77 online journals in theatre. According to the proposal, the Department of Communication Arts at UAH is willing to earmark half its library book budget, which varies from year-to-year, over the next five years to updating holdings in theatre. The department will also seek grants from the University's Humanities Center, which awards grants of a few thousand dollars for library enhancement on a competitive basis.

Program Budget: The proposal projected that a total of \$374,098 in new funds will be required to support the proposed program. A total of \$774,827 will be available through internal reallocation and tuition.

Attachment 3

**The University of Alabama in Huntsville
 Bachelor of Arts in Theatre (Four-Year Model Schedule)**

Year	Fall	Credit Hours	Spring	Credit Hours	Total Credit Hours
Year 1	EH 101	3	EH 102	3	
	Foreign Language	3	Foreign Language	3	
	HY101 or HY103	3	HY102 or HY104	3	
	Mathematics	3	CM 221	3	
	CM 122 (also Fine Arts elective)	3	Humanities Elective	3	
	Total	15	Total	15	30
Year 2	Literature	3	Literature	3	
	Science	4	Science	4	
	Social Science	3	Hum/Arts Elective	3	
	Theatre Area of Specialization Class	3	Social Science Elective	3	
	TH425	1	Minor Course	3	
	Total	14	Total	16	30
Year 3	TH325	3	TH322	3	
	Theatre Area of Specialization Class	3	TH425	2	
	Social Science	3	Social Science	3	
	Minor Course	3	Minor Course	3	
	Theatre Elective	3	Theatre Area of Specialization Class	3	
			General elective	1	
	Total	15	Total	15	30
Year 4	Theatre Area of Specialization Class	3	CM 431	3	
	TH425	3	General Elective	3	
	Minor Course	3	Minor Course	3	
	Minor Course	3	Minor Course	3	
	General Elective	3	Theatre Elective	3	
	Total	15	Total	15	30
			Total Hours	120	

DECISION ITEM E-1: Chattahoochee Valley Community College, Addition of an Option in Welding to the Existing AAS in Applied Technology (CIP 15.0613)

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: Chattahoochee Valley Community College (CVC) currently has the Associate in Applied Science (AAS) in Applied Technology at CIP 15.0613 in the Commission's Academic Program Inventory. CVC has proposed the addition of an option in Welding to the existing program.

The program with the proposed option will require a total of 70-72 semester hours (sh).

General Education	21 sh
Program core	13-15 sh
Option	36 sh
Total	70-72 sh

Courses in the program core include: Shielded Metal Arc Welding (SMAW) Groove, SMAW Groove Lab, SMAW Fillet Lab, and SMAW Fillet.

Courses in the proposed option include: Gas Metal Arc Welding (GMAW), GMAW Lab, Precision Measurements, SMAW Carbon Pipe, and SMAW Carbon Pipe Lab.

Budgetary Impact: \$216,784 in estimated new funds will be needed over the next five years to hire an adjunct instructor for the first two years, and eventually hiring a full-time faculty instructor over the remaining three years. Additionally, \$32,000 will be needed over a five year period for equipment.

According to CVC officials, the demand for welding in the state and in CVCs service area has increased.

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 E-2: Calhoun Community College, Addition of an Option in Information Assurance/Cyber Defense 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 option as a reasonable extension/alteration of an existing program.

Background: Calhoun State Community College (CAL) currently has the Associate in Applied Science (AAS) in Computer Information Systems at CIP 11.0101 in the Commission's Academic Program Inventory. CAL has proposed the addition of an option in Information Assurance/Cyber Defense to the existing program.

The program with the proposed option will require a total of 64 semester hours (sh).

General Education	19 sh
Program core	24 sh
Option	21 sh
Total	64 sh

Courses included in the program core are: Business Communications; Intro to Computer Programming Concepts; Java Programming; Software Support; Hardware Support; and Cisco I.

Courses in the proposed option include: Computer Forensics; Network Security; Server Administration, Cisco II, Ethical Hacking; Security Analyst; and Principles of Information Assurance.

Budgetary Impact: The proposed extension is expected to have a minimal impact on the existing program, as it only entails the addition of a single new course.

According to CAL officials, the demand for trained Cybersecurity specialists has steadily been on the rise for the last few years.

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 E-3: Athens State University, Addition of Options in Cellular and Developmental Biology and Ecology and Organismal Biology to the Existing BS in Biology (CIP 26.0101)

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

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

Background: Athens State University (ATSU) has the B.S. in Biology listed at CIP 26.0101 in the Commission's Academic Program Inventory. ATSU has proposed the addition of two options in 1) Cellular and Developmental Biology, and 2) Ecology and Organismal Biology to the existing program.

The program with the option in either Cellular and Developmental Biology or Ecology and Organismal Biology will require a total of 124 semester hours (sh):

General Education	41 sh
Program Core	30 sh
Option	12 sh
Electives	41 sh
Total	124 sh

Courses in the program core include Cell Structure and Function, Genetics, General Ecology or Plant Ecology as well as a Biology Capstone. Further, Biology courses at the 300/400 level approved by faculty advisor are also part of the core.

Courses in the Cellular and Developmental Biology option consist of 12 credits selected from the following courses: Microbial Toxins and Human Health, Histology, Animal Physiology, Developmental Biology, Parasitology, Immunology, Sample to Sequence, Special Topics in Biology, and/or Research Seminar.

Courses in the Ecology and Organismal Biology option consist of 12 credits selected from Biodiversity of North Alabama, Invertebrate Systematics and Morphology, Vertebrate Biology, Comparative Vertebrate Anatomy, Field Vertebrate Zoology I: Ichthyology and Herpetology, Field Vertebrate Zoology II: Ornithology and Mammalogy, Marine Biology, Plant Ecology, Special Topics in Biology and/or Research Seminar.

It should be noted that the 12 credit hours for the options will not increase the current total number of hours (i.e., 124) since the 12 option hours replace 12 current general elective hours.

The rationale for these two options is that since Biology is becoming such a broad field, these specializations will allow Biology students at Athens State University that wish to focus on a particular field a means to signal that intent to potential future employers and graduate schools. That is, these two options represent current curricular design and will better facilitate positioning graduates for potential employment or their continued education.

No faculty and staff changes will be required to implement the proposed two options. No additional resources will be needed.

Budgetary Impact: The proposed option will not require additional resources.

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 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 E-4: University of Alabama at Birmingham, Addition of a Track in Design and Commercialization to the Existing MEng in Engineering (CIP 14.0101)

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: University of Alabama at Birmingham (UAB) has the MEng in Engineering listed at CIP 14.0101 in the Commission's Academic Program Inventory. UAB has proposed the addition of a track in Design and Commercialization to the existing program.

The program with the Design and Commercialization track will require a total of 36 semester hours (sh):

Program Core	12 sh
Option	18 sh
Electives	6 sh
Total	36 sh

Courses in the program core are: Biodesign, Idea to IPO, Tech-based Venture Plan, and Leading Innovation. The core courses are three credits each.

Courses in the track are: Embedded Systems (3 credits), Advanced Materials and Manufacturing (3 credits), Systems Engineering (3 credits), Project (6 credits) and i2i Accelerator (3 credits).

The rationale for this proposed track is that recent literature in engineering education recognizes the need for such programs. For example, the 2004 National Academy of Engineering publication states that visions of the Engineer in the new century assert that students take part in entrepreneurship programs, which will facilitate refined understanding and designing for end users. Additionally, the track will cultivate working in managing interdisciplinary teams as well as a greater understanding of business basics. More recently (2013) in the Bridge: Linking Engineering to Society it is stated that Engineers need to be able to collaborate as leaders and in teams to maintain America's global competitiveness.

It is important to also highlight that the proposed track is consistent and well aligned with the University's strategic plan.

Finally, UAB states that a substantive need for the track exists in the Birmingham area with its rich medical and industrial environment.

No changes in faculty and staff are necessary at this time nor in the immediate future. Longer term, UAB may consider faculty hires that further bring additional industrial experience to the program.

Budgetary Impact: The proposed track will require minimal initial investment, as the courses and teaching faculty are already in place. Based on estimates of demand, UAB anticipates that the funds generated for students pursuing this track will generate revenue that will cover the stated costs.

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 E-5: Troy University, Addition of a Concentration in Project Management to the Existing Master of Science 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 reasonable extensions/alterations of an existing program.

Background: Troy University has the Master of Science in Management (MSM) listed at CIP 52.0201 in the Commission's Academic Program Inventory. Troy has proposed the addition of a concentration in Project Management to the existing program.

The program with the Project Management concentration will require a total of 30 semester hours (sh):

Program Core	21 sh
Concentration	9 sh
Electives	0 sh
Total	30 sh

Courses in the program core include Survey of Business Concepts, Theories of Organizational Behavior, Ethical Leadership and Management in a Global Economy, Leading and Developing High Performance Teams, Total Quality Management, Leadership of Innovation and Change, and Leadership Role in Strategic Management.

Courses in the concentration are Introduction to Project Management, Advanced Project Management, and Seminar in Project Management.

The rationale is substantively premised on The Project Management Talent Gap Report (Project Management Institute, 2013), which indicates that approximately 15.7 million new project management positions will be created globally between 2010 and 2020. This growth is due to expanding job markets, growing industries, and improving GDP, and will be accompanied by better-than-average salaries.

The MSM core combined with the Project Management concentration should further provide the necessary skills and knowledge to promote successful career placement and development.

Current MSM and other faculty, and current support staff and facilities are adequate.

Budgetary Impact: No additional resources will be required to launch the 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 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.

INFORMATION ITEM 1: The University of Alabama at Birmingham,
Establishment of the Institute for Cancer Outcomes and
Survivorship in the School of Medicine

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

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) has submitted plans to the Commission for the establishment of the Institute for Cancer Outcomes and Survivorship in the School of Medicine.

According to information submitted by UAB, the mission of the institute is to build a comprehensive program focusing on cancer outcomes research, in order to reduce the burden of cancer and its sequelae across all segments of the population through collaborative interdisciplinary interventional and educational efforts.

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 University of Alabama at Birmingham. Available upon request.

INFORMATION ITEM 2: The University of Alabama at Birmingham,
Establishment of the Institute for Financial Literacy in the
Collat School of Business

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

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) has submitted plans to the Commission for the establishment of the Institute for Financial Literacy in the Collat School of Business.

According to information submitted by UAB, the institution's faculty in conjunction with work with financial institutions will deliver programs and materials related to educating the general public about basic personal finance issues such as budgeting and saving. The institute will also be involved in the delivery of personal finance classes and counseling for UAB students, providing teacher training, and facilitating special community events.

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 University of Alabama at Birmingham. Available upon request.

- INFORMATION ITEM 3:** The University of Alabama at Birmingham, Change in the Name of the Department of Anesthesiology to the Department of Anesthesiology and Perioperative Medicine in the School of Medicine
- 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 Department of Anesthesiology to the Department of Anesthesiology and Perioperative Medicine at the University of Alabama at Birmingham (UAB) School of Medicine.
- 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: The University of Alabama at Birmingham,
Establishment of the Maryann Manning Family Literacy
Center

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) has submitted plans to the Commission for the establishment of the Maryann Manning Family Literacy Center.

According to information submitted by UAB, the center will serve as a point of coordination for research and service activities related to meeting the literacy needs of diverse populations, including people of all ages.

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 University of Alabama at Birmingham. Available upon request.

INFORMATION ITEM 5: The University of Alabama at Birmingham, Merger of the Comprehensive Arthritis, Musculoskeletal, and Autoimmunity Center, and the Center for Metabolic Bone Disease to form the Comprehensive Arthritis, Musculoskeletal, Bone, and Autoimmunity Center (CAMBAC)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama Board of Trustees have approved the merger of the Comprehensive Arthritis, Musculoskeletal, and Autoimmunity Center, and the Center for Metabolic Bone Disease to form the Comprehensive Arthritis, Musculoskeletal, Bone, and Autoimmunity Center

According to information submitted by UAB, the mission of the CAMBAC will be focused on the following aspects of arthritis, musculoskeletal, bone, and autoimmune diseases: (1) to generate new understanding and apply knowledge to the diagnosis and treatment of patients. (2) To promote and integrate fundamental research with clinical care, developing and applying new diagnostics and therapeutics. (3) To educate the public; and (4) to train new and established investigators and health care professionals to help them focus on research in these areas.

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 University of Alabama at Birmingham. Available upon request.

INFORMATION ITEM 6: The University of Alabama, Establishment of the Center for Cuba Collaboration and Scholarship

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama (UA) has submitted plans to the Commission for the establishment of the Center for Cuba Collaboration and Scholarship.

According to information submitted by UA, since 2003, through the College of Arts and Sciences, UA began collaborative relations with colleagues in Cuba to foster education and scholarly research. This relationship has expanded beyond the College of Arts and Sciences to include individuals from the Colleges of Engineering, Communications, Business, Community Health Sciences, Nursing, Social Work, Education, and Honors College.

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 University of Alabama. Available upon request.

INFORMATION ITEM 7: Alabama State University, Addition of EdS Programs in Instructional Leadership, School Counseling, Library Education Media, and Teacher Leadership

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Alabama State University (ASU) has provided documentation of AA teacher certifications approved by the State Board of Education (SBE). These AA certifications include Instructional Leadership; School Counseling; Library Education Media; and Teacher Leadership. ASU has requested that new Educational Specialist (EdS) academic programs be added to the Academic Program Inventory for the reporting of completions in these certification programs. The new programs will be listed in the Commission's Academic Program as shown below:

CIP 13.0401, Instructional Leadership, EdS;
CIP 13.1101, School Counseling, EdS;
CIP 13.0501, Library Education Media, EdS and
CIP 13.0401, Teacher Leadership, EdS.

Commission guidelines state that new Educational Specialist degree programs are exempt from Commission review, if documentation is provided that they are implemented in conjunction with SBE approved sixth-year (AA) teacher certification programs. ASU's request for the addition of these new EdS programs meets this requirement.

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. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM 8: Jacksonville State University, Implementation of a Class A Instructional Leadership Program

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

Staff Recommendation: For information only.

Background: In a letter from the Alabama State Superintendent of Education (November 10, 2014), the Jacksonville State University, College of Education and Professional Studies was informed that it was approved to offer an 18-hour certification track for Alabama Class A licensure in Instructional Leadership.

That letter affirmed that the following courses were deemed to meet State Board of Education program approval standards: Diversity Issues in Education, Research in Instructional Leadership, Management of the Learning Organization I, Law and Ethics, Internship in Instructional Leadership, and Internship in Instructional Leadership and Residency. Each course is three (3) credits, comprising a total of 18 credits for the program. The candidate may then be recommended for a Class A Professional Leadership Certificate based upon having earned credit in the above indicated courses.

The November 10, 2014 letter also states that Jacksonville State University may enforce additional requirements such as a higher GPA, a residency, etc.

Additionally, that letter also states that the new certificate does not waive compliance with the Department's testing requirements.

Supporting Documentation:

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

INFORMATION ITEM 9: Changes to the Academic Program Inventory

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: According to the Commission's definitions relating to program review (Alabama Administrative Code, Chapter 300-2-1, Review of Programs & Other Units of Instruction), additions and certain extensions or alterations of units and programs of instruction must be submitted as information items not requiring Commission approval. Examples of information items, according to the operational definitions, include: 1) changes in program titles or CIP codes or degree nomenclatures at the same level (except doctoral) provided no changes in program requirements, content, or objectives are made, and provided the new nomenclature replaces the current designation; 2) programs placed on inactive status or deleted from the Academic Program Inventory; 3) change in award for completion from Diploma to Associate in Applied Technology in technical colleges provided certain conditions are met; 4) change in award for completion from Associate in Applied Technology to Associate in Applied Science in technical colleges provided certain conditions are met; and 5) change in award for completion from Diploma and/or Certificate to Associate in Applied Science in community colleges.

Supporting Documentation:

1. Academic Program Inventory. Available on the Commission's Website: www.ache.alabama.gov.
2. "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.
3. Written unpublished documentation provided by the institutions. Available upon request.

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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.

Athens State University	52.1206	Enterprise Resources Planning Systems, BS
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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.

Wallace State Community College (Hanceville)	47.0204 <u>15.1501</u>	Heating and Air Conditioning, C Heating Ventilation, Air Conditioning, and Refrigeration Engineering, Engineering Technology/Technician
Auburn University Montgomery	13.0401	Education Administration, MEd Instructional Leadership
	13.0401	Education Administration, EdS Instructional Leadership,
Jacksonville State University	09.0704 <u>09.0100</u>	Communications, BA
	13.1307 <u>51.0001</u>	Exercise Science & Wellness, BS
University of Alabama at Birmingham	13.1314	Kinesiology, MAEd MS
University of West Alabama	51.0913	Athletic Training, BS <u>BS/BA</u>
	15.9999	Technology, BS <u>BS/BA</u>
	15.0000	Engineering Technology, BS <u>BS/BA</u>
	31.0505	Exercise Science, BS <u>BS/BA</u>
	13.1001	Special Education, BS <u>BS/BA</u>

C. Programs Placed on Inactive Status

None.

INFORMATION ITEM 10: 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:

Troy University

Adult Education Graduate Certificate Program:
Graduate Certificates in Instructional Technology;
Curriculum and Instructional Design; Leadership
Studies; Training and Development; and Workforce
Development.

The Adult Education Certificate Program is designed for those currently working in Adult Education as well as individuals who wish to work in the field in the future who desire a short-term program to increase their knowledge and skills. In addition, the four courses required for the certificate can be counted toward the completion of a Master's degree in Adult Education. The certificates will prepare students for careers in such areas as industry, continuing professional education, training and program development, instructional technology, corporate consulting, professional organization, and professional military education.

University of Alabama at Birmingham

Graduate Certificate in Biotechnology Regulatory Affairs

The School of Health Professions at UAB is proposing to create a graduate certificate that will provide qualified graduate students with knowledge of current regulations related to therapeutics, biologics, diagnostics, and medical device development, testing and commercialization. Targeted coursework will address domestic and international regulatory agencies that oversee drug and biologics development laws that govern the development and commercialization of drugs and medical devices, the roles of regulatory agencies and ethics, and the complexities of clinical trials and related data management. The certificate will require

the completion of five courses for a total of 15 credit hours.

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 11: 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.

Chattahoochee Valley Community College

<u>Field of Study</u>	<u>CIP Code</u>
Business Administration w/emphasis Accounting	52.0201

Jefferson State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Manufacturing & Technology w/emphasis in Welding	15.0000

Snead State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Computer Science w/emphasis in Cybersecurity	11.0101

Southern Union State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Automotive Manufacturing w/emphasis in Plastics Injection Molding	15.0613

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.

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INFORMATION ITEM 12: 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:

Pre-Elementary/Elementary Education, MEd –
CIP 13.1210

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 13: 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:

- Athens State University, Program: Bachelor of Science in Logistics and Supply Chain Management (CIP 52.0203)
- Athens State University, Program: Bachelor of Science in Acquisition and Contract Management (CIP 52.0202)

Supporting Documentation:

1. Unpublished post-implementation reports submitted by the institution. Available upon request.
2. "Summary of Reports on Post-Implementation Conditions," attached.

**Summary of Reports on Post-Implementation Conditions
 [Listed by Institution]**

Meeting Conditions:

Athens State University (2015 Report)

- Program: Bachelor of Science in Logistics and Supply Chain Management (CIP 52.0203)

Approved by Commission: September 2009

Proposed Implementation Date: January 2010

Actual Implementation Date: January 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 12, based on the proposal.
2. That the average number of graduates for the Academic Years 2011-12 through 2014-15 (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 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.

Bachelor of Science in Logistics and Supply Chain Management (CIP 52.0203)	Average New Enrollment Headcount	Average Number of Graduates, 2011-12 through 2014-15 (four-year average)	Percentage of Graduates Employed in Field (or pursuing graduate studies)
Required	12	10	75%
Reported	32	23	100%

Assessment - LSM majors are assessed on seven knowledge, skills, and abilities (KSAs) associated with graduates' ability to perform successfully in a logistics and supply chain management position.

Data findings from the 5-year period comprising academic years 2010-2014 indicate that LSM graduates have demonstrated acquired proficiency in core and major-specific competencies. Using a Pre-Post Test analytical framework, LSM majors demonstrated considerable improvements in test scores regarding knowledge of fundamental principles, concepts, and practices associated with general business and the logistics and supply chain management field.

Meeting Conditions:

Athens State University (2015 Report)

- Program: Bachelor of Science in Acquisition and Contract Management (CIP 52.0202)

Approved by Commission: September 2009

Proposed Implementation Date: January 2010

Actual Implementation Date: January 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 15, based on the proposal.
2. That the average number of graduates for the Academic Years 2011-12 through 2014-15 (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 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.

Bachelor of Science in Acquisition and Contract Management (CIP 52.0202)	Average New Enrollment Headcount	Average Number of Graduates, 2011-12 through 2014-15 (four-year average)	Percentage of Graduates Employed in Field (or pursuing graduate studies)
Required	15	10	75%
Reported	73	21	94%

Assessment - ACM majors are assessed on seven different knowledge, skills, and abilities (KSAs) associated with the graduates' ability to perform successfully in an ACM position.

Data findings from the 5-year period comprising academic years 2010-2014 indicate that ACM graduates have demonstrated acquired proficiency in core and major-specific competencies. Using a Pre-Post Test analytical framework, ACM majors demonstrated considerable improvements in test scores regarding knowledge of fundamental principles, concepts, and practices associated with general business and the acquisition and contract management field.