

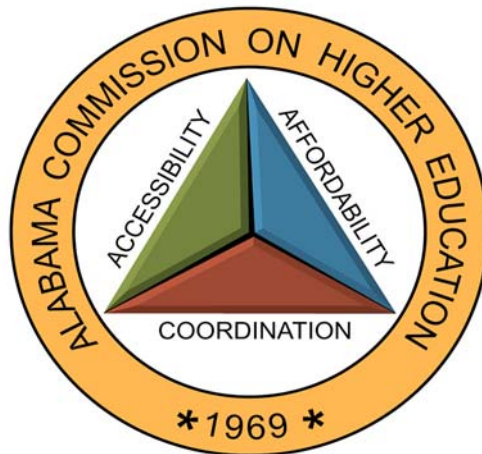


Alabama Commission on Higher Education  
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ALABAMA COMMISSION ON HIGHER  
EDUCATION

# COMMISSION MEETING

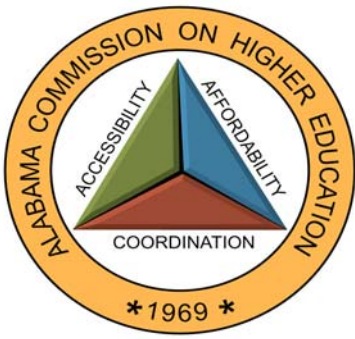
Public Service Commission Hearing Room  
RSA Union Building, 9th Floor  
100 North Union Street  
Montgomery, Alabama 36104



**June 12, 2015**  
**10:00 a.m.**







# AGENDA

## ALABAMA COMMISSION ON HIGHER EDUCATION

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

June 12, 2015  
10:00 a.m.

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**XI. Adjournment**

# ALABAMA COMMISSION ON HIGHER EDUCATION

## MINUTES OF MEETING

March 20, 2015

### I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, March 20, 2015 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, Charles Sanders, Bill Jones, Patricia McGriff, Karen Calametti, Larry Hughes, Darius Foster, Sydney Raine and Stan Pylant. Members absent: William Powell and Missy Smith. A quorum was determined by roll call of members present.

### III. Approval of Agenda

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

### IV. Consideration of Minutes of December 5, 2014

RESOLVED: Commissioner Calametti moved for approval of the December 5, 2014 minutes. Commissioner Jones seconded. Motion carried. The minutes were approved.

### V. Chairman's Report

On behalf of the Commission on Higher Education, Commissioner Drew Linn presented Commissioner Sydney Raine with a Resolution for his service as a member of the Commission. The Resolution was read and will become a part of the official minutes of the Alabama Commission on Higher Education.

Commissioner Raine thanked the Commission for the Resolution and expressed his appreciation for having worked with the Commissioners and the educational system in the state of Alabama.

### VI. Executive Director's Report

Dr. Fitch reported on the Status Report of the State Plan for Higher Education 2009-2014. He stated that the State Plan was adopted by the Commission in 2009 and was the first plan that incorporated K-12, two-year colleges, chambers of commerce, business and industry, and private foundations. The Plan was designed with five priorities and several goals. Key elements that will be reported in the Status Report are: 1) remediation; 2) PK-20 Workforce Council; 3) comprehensive Workforce Development Plan; 4) STEM areas; and 5) funding issues. He also commented on teacher

certification in STEM field areas and the ACHE Consolidated Budget Request (CBR).

The projected completion of the Status Report on the State Plan is June, 2015 with planned distribution to the Governor, legislature, and the public.

A packet of information was distributed to Commissioners relating to workforce development, increases and decreases in STEM completions, and county comparisons of Fall 2014 remediation. The Institutional Student Profiles Fall 2014 were also distributed. Copies are attached.

## **VII. Discussion Items**

### **A. Report of the Tenth Quadrennial Review**

Dr. Ellen Chaffee, Chair of the Quadrennial Evaluation Committee, presented a power point presentation of the Tenth Quadrennial Report. A copy of the presentation is attached. The report was distributed to the Commissioners. A hard copy of the report is attached and is available for viewing on the Commission's website.

## **VIII. Decision Items**

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

Dr. Elizabeth C. French presented the Resolution and staff recommendation to the Commission with a recommendation for approval.

Commissioner Linn thanked the members of the Instructional Affairs Committee and the institutional representatives who participated in the discussion to address this issue.

Commissioner Raine, Chair of the Instructional Affairs Committee, commented that the process of review of this issue was beneficial to him as a commissioner, in addition to the other commissioners who were involved. He expressed appreciation to the institutions that participated in the process and stated that their participation greatly assisted the Committee.

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

The Resolution shall become a part of the official minutes of the Commission on Higher Education.

### **B. Approval of Revised Proposal for a New Degree Program Application Tool and Format**

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. Commissioner Calametti seconded. Motion passed.

**C. Approval of Guidelines for Instructional Role 2015-19**

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. Commissioner Sanders seconded. Nine voted Yes. 1 voted No. Motion passed.

**D. Academic Programs**

1. Auburn University at Montgomery, Master of Accountancy in Accountancy (CIP 52.0301)

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. Commissioner Raine seconded. Motion passed.

2. University of Alabama at Birmingham, Master of Science in Biomedical and Health Sciences (CIP 26.0102)

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

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

3. University of Alabama at Birmingham, Master of Science in Nuclear Medicine Technology (CIP 51.0905)

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. Commissioner McGriff seconded. Motion passed.

4. University of Alabama in Huntsville, Master of Science in Space Science (CIP 40.9999)

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. Commissioner McGriff seconded. Motion passed.

5. University of Alabama in Huntsville, Doctor of Philosophy in Space Science (CIP 40.9999)

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

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

6. University of South Alabama, Master of Fine Arts in Creative Technologies and Practice (CIP 50.0706)

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. Commissioner Calametti seconded. Motion passed.

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

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. Commissioner Sanders seconded. Motion passed.

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

1. Chattahoochee Valley Community College, Addition of an Option in Welding to the Existing AAS in Applied Technology (CIP 15.0613)

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

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

2. Calhoun Community College, Addition of an Option in Information Assurance/Cyber Defense to the Existing AAS in Computer Information Systems (CIP 11.0101)

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. Commissioner Sanders seconded. Motion passed.

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

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. Commissioner Raine seconded. Motion passed.

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

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. Commissioner Sanders seconded. Motion passed.

5. Troy University, Addition of a Concentration in Project Management to the Existing Master of Science In Management (CIP 52.0201)

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. Commissioner McGriff seconded. Motion passed.

#### **IX. Information Items**

RESOLVED: Commissioner Ball moved that the Commission accept Information Items 1 through 13. Motion passed.

1. University of Alabama at Birmingham, Establishment of the Institute for Cancer Outcomes and Survivorship in the School of Medicine
2. University of Alabama at Birmingham, Establishment of the Institute for Financial Literacy In the Collat School of Business
3. 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

4. University of Alabama at Birmingham, Establishment of the Maryann Manning Family Literacy Center
5. University of Alabama at Birmingham, Merger of the Comprehensive Arthritis, Musculoskeletal, & Autoimmunity Center & the Center for Metabolic Bone Disease to form the Comprehensive Arthritis, Musculoskeletal, Bone and Autoimmunity Center (CAMBAC)
6. University of Alabama, Establishment of the Center for Cuba Collaboration and Scholarship
7. Alabama State University, Addition of EdS Programs in Instructional Leadership School Counseling, Library Education Media and Teacher Leadership
8. Jacksonville State University, Implementation of a Class A Instructional Leadership Program
9. Changes to the Academic Program Inventory
10. Implementation of Non-Degree Programs at Senior Institutions
11. Implementation of New Short Certificate Programs (Less Than 30 Semester Hours)
12. Implementation of a Distance Education Program
13. Summary of Post Implementation Reports

**X. Adjournment**

The meeting was adjourned at 11:40 a.m. The next meeting of the Commission is scheduled for June 12, 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-1: Auburn University, Master of Science in Natural Resources  
(CIP 03.0101)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The proposed degree is rooted in Auburn's land grant mission and the tradition of education related to natural resources. The program objective is to provide students the opportunity to develop skills for careers in natural resources, such as water resource managers, socioeconomic analysts, recreation and ecotourism managers, conservation professionals, and ecosystem scientists, thus improving graduates ability to meet the needs of a global economy and changing needs of society.

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

**Mode of Delivery:** At present there are no plans to develop distance learning technology in the delivery of the program.

**Similar Programs:** There are no other similar programs available at other institutions in the State of Alabama.

**Collaboration:** There are no other similar programs available at other institutions in the State of Alabama, therefore; no type of program collaboration will be utilized at this juncture.

**Resources:** The proposal projected that \$0 will be required for the program in the first five years, and that \$398,208 will be available over the same period through tuition.

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

#### **Rationale for Staff Recommendation:**

1. Graduates from the proposed Natural Resources program can go on to be employed in a wide range of occupations.
2. There appears to be sufficient need and student demand to support the program.
3. The proposed degree improves graduates ability to meet the needs of a global economy and changing needs of society.
4. The proposed degree is well rooted in Auburn's land grant mission and the University's tradition of education related to natural resources.

DECISION ITEM A-1: Auburn University, Master of Science in Natural Resources (CIP 03.0101)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Natural Resources 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 June 12, 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 2016-17 through 2019-20 (four-year average) will be at least 4, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than 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. Auburn University program proposal, received January 21, 2015. Available upon request.

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

**Attachment 1**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION Auburn University

PROGRAM Master of Science in Natural Resources (CIP 03.0101)

**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
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$10	\$0	\$0
TUITION	\$71,808	\$71,808	\$71,808	\$91,392	\$91,392	\$398,208
TOTAL	\$71,808	\$71,808	\$71,808	\$91,392	\$91,392	\$398,208

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

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



## Attachment 2

### Summary of Background Information

MS in Natural Resources  
Auburn University

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

**Description and Objectives:** The proposed Master of Science in Natural Resources (MSNR) degree will provide students the opportunity to develop skills related in non-traditional types of natural resources (for example, forest management and wildlife biology are examples of traditional types of natural resource study) thus improving their ability to meet the needs of a global economy and changing needs of society.

It will allow Auburn University to respond to the changing needs of its students and external constituents by enlarging the scope of its existing natural resource programs. It will also build on Auburn's existing strengths and enable the University to provide students a better understanding of the interdependency of our world and the challenges they will face to ensure sustainable natural systems for future generations.

The proposed degree program has significant opportunities for students to develop integrated research projects and to study abroad. Such experiences will improve the readiness of Auburn students to face looming global challenges.

**Assessment:** Natural Resource M.S. graduates will demonstrate (1) an understanding of the fundamentals of a sub-discipline within natural resources, (2) an ability to conduct meaningful research in their sub-discipline, and (3) competence in oral and written scientific communication skills. Assessment methods for (1) above - one hundred percent of graduating M.S. students pass a thesis defense where their level of knowledge of their sub-discipline is evaluated. In addition, 100 percent of successful M.S. theses contain literature review sections which have been deemed adequate by major professors and committee members with regard to sub-discipline knowledge and understanding.

Also, the post-defense rubric includes several questions aimed at evaluating the level of knowledge exhibited by M.S. students during thesis defenses. Further, several questions on the Graduate Level Alumni Survey are designed to assess the degree to which the program graduates perceive that they have been provided with adequate research skills for their jobs. Results from the post-defense rubrics and graduate alumni survey will be compiled and discussed with faculty on an annual basis.

**Administration:** The program will be administered by the School of Forestry and Wildlife Sciences. The Dean is Dr. Graeme Lockaby.

**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). One member of the ACGD participated in the final vote, voting to approve the proposal.

**Accreditation:** Given the range of possible natural resource topics that could be studied under this degree, no specialized accreditation has been arranged.

**Curriculum:** Program Completion Requirements

Credit hours required in major courses:	3 semester hours
Credit hours required in support courses:	21 - 23
Credit hours in required or free electives:	0
Credit hours for thesis or dissertation:	4 (min) – 6 (max)
Total semester hours:	30 (minimum)

The program normally requires 2 – 3 years for completion, and can be tailored for students with interests in climate change, watershed management, ecology, policy, ecological economics, hydrology, ecosystem services, social-ecological systems, recreation and tourism, human dimensions of wildlife, or other facets of natural resources.

All courses for this degree are already available. The program consists of 30 semester hours. The plan of study courses are listed below, with required and recommended courses noted. Twenty-one hours must be in the major. A minimum of 4 but not more than 6 hours in Research and Thesis (FOR Y 7990) is required. All MS students are also required to take Research Methods (FOR Y 7510) (2 hours), and Seminar (FOWS 7950) (1 hour).

**Collaboration:** There are no other similar programs available at other institutions in the State of Alabama; therefore, no type of program collaboration will be utilized at this juncture. Future collaborations may be explored as other programs, connections, and collaborative opportunities may emerge.

**Distance Education:** At present there are no plans to develop distance learning technology in the delivery of the program. The program requires several “hands on”, field-based classes and laboratories, therefore distance learning technology is currently not envisioned to be used in the program development.

**Admissions:** In addition to meeting Graduate School admission requirements, MSNR applicants will be evaluated and recommended for admission by the graduate faculty of the School of Forestry and Wildlife Sciences based on an examination of their scores on the Graduate Record Examination (GRE), TOEFL tests for international students, their previous academic record, experience, and recommendations.

While exceptions may be made, the faculty generally expects a minimum GPA of 3.0 in previous academic course work and minimum scores both verbal and quantitative in the 50 percentile range for the GRE. Course deficiencies are identified by the student’s advisory committee and approved by the program with due consideration for the student’s previous training and experience.

**Need:** There is a need for a M.S. in Natural Resources for several reasons including:

1) Faculty in the School of Forestry and Wildlife Sciences (SFWS) have research expertise in broader Natural Resources fields such as water quality, hydrology, soils, wetlands, climate change, natural resource economics, outdoor recreation, and social sciences of natural resources. These fields are all necessary for managing forest and wildlife, however, they are much broader in their scope and more accurately fall under the umbrella term of Natural Resources. Additionally, many of the School’s recent hires have expertise in broader natural resource fields to make them more competitive with regional and national universities.

2) There are many research funding opportunities that fall within the expertise of SFWS faculty that are not directly related to forestry or wildlife. As the SFWS competes with regional and national universities for research dollars and graduate students, offering a M.S. in the field of Natural Resources makes the School more competitive.

3) Faculty in the School for a number of years conducted research projects with graduate students that do not fit into the topic areas of either the M.S. for Forestry or M.S. for Wildlife Sciences. The faculty already have the expertise and have been offering graduate opportunities in the Natural Resources field and have research that specifically applies to this field.

4) Faculty in the SFWS have reported problems recruiting top students to do research in Natural Resources topics because the students do not want a M.S. degree in Forestry. A Master of Science in Natural Resources will make the School more competitive for these students.

5) Graduate students will be better situated for employment with a degree that more closely identifies the research that they conducted. While employers can read a thesis title to determine the area of expertise of a graduate, a clear indicator of the student's ability is better reflected with the Natural Resources title.

6) The SFWS recently began a new undergraduate degree in Natural Resources and the new M.S. in Natural Resources will complement the new undergraduate majors. A distinguished M.S. degree in the field has been shown to aid in recruiting for undergraduates.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Nation	11,832	11,832	11,832	11,832	11,832	59,160
SREB	4,485	4,485	4,485	4,485	4,485	22,425
Alabama	144	144	144	144	144	720

It is noteworthy that employment in nearly all the related fields are expected to increase by greater than 10 percent over a ten-year span.

**Student Demand:** Student demand has already been determined for this degree based on an evaluation of past Forestry and Wildlife M.S. degrees that were awarded by the SFWS that would have been more suitably awarded as a M.S. in Natural Resources. This is a broad multidisciplinary field that is expected to grow. Since 2010, the proposers have identified 17 M.S. theses from the SFWS that would have been better served with a degree in Natural Resources. This would lead to an average of more than 3 graduates per year with this degree.

Some example titles of past theses more appropriate for a M.S. in Natural Resources include: Use of Remotely Sensed Data to Quantify Plant Water Use from Irrigated Lands in Wolf Bay Watershed Area; Assessing Nature-based Recreation Demand in Population Cores of the Southeastern US-The Outlook for Recreation Development on Private Lands; Modeling Methane and Nitrous Oxide Exchanges between the Atmosphere and Terrestrial Ecosystems over North America in the Context of Multifactor Global Change; Econometric Analysis of Household Energy Consumption in the United States, 2006 and 2008; The Effect of Land Use/Land Cover on Headwater-Slope Wetlands in Baldwin County, Alabama; The effects of salinity on productivity and biogeochemical processes in tidal freshwater and certain wetlands of South Carolina, USA; and Volunteer Tourism-A Catalyst for Promoting Community Development and Conservation.

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 12

Part-time: 0

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

Additional Faculty to Be Hired:

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

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

**Support Staff:** No new support staff will be necessary for this degree program. The School of Forestry and Wildlife Sciences (SFWS) currently has 28 full time staff to service students including two professionals devoted to graduate student admissions, administration and general support.

**Fellowships and Assistantships:** No new assistantships or fellowships are anticipated being offered to support the program. Not applicable.

**Equipment:** The program proposal does not anticipate that any new or additional special equipment will be required for the program.

**Facilities:** There is sufficient classroom, office and workspace space already available in the building to accommodate this new degree program.

**Library:** SFWS faculty have been instructing and conducting research related to various natural resource topics for many years. Library collections and other resources have been adequate for these activities and no new resources or related remedies will be required.

**Program Budget:** The proposal projected that \$0 will be required for the program in the first five years, and that \$398,208 will be available over the same period through tuition and extramural funds.

**Attachment 3**  
**Auburn University**  
**Master of Science in Natural Resources**

**Master of Science (MS) in Natural Resources:** All MS students are required to take Research Methods (FOR Y 7510) and Seminar (FOWS 7950). The MS degree program requires a minimum of 30 hours beyond the bachelor degree at the graduate level and a minimum of 4, but not more than 6 hours in Research and Thesis (FOR Y 7990). To fulfill the student's course credit requirements, the Faculty Advisor and the Research Committee will work with individual students to select the best courses to take for their particular research topic. The courses will be tailored to the students' specific research project and will be different than those tailored for Forestry or Wildlife students.

The following is one example curricula (31 hours) for a student who might be focused on natural resource policy related to land-use change at the urban-rural interface.

**Fall Year 1: (10 hours)**

**FOR Y 7510 RESEARCH METHODS (2)** LEC. 1. LAB. 3. Overview of the scientific method and its application in forestry/natural resources research. Evaluation and preparation of project proposals with emphasis on research quality and written communication skills.

**FOWS 6050 URBAN ECOLOGY (3)** LEC. 3. Examination of urban ecosystems and the influence of urbanization on rural and forested lands.

**FOWS 6270 NATURAL RESOURCE POLICY (3)** LEC. 3. Departmental approval. Examination of attitudes, philosophies and policies that govern management of the natural resource.

**FOR Y 6470 GIS APPLICATIONS IN NATURAL RESOURCES (2)** LEC. 1. LAB. 3. Basic understanding of GIS through discussions of the components of a GIS and how GIS are used in natural resource applications.

**Spring Year 1: (9 hours)**

**FOWS 7950 GRADUATE SEMINAR (1)** SEM. 1. SU. Students develop ability and confidence in making oral presentations based upon research and provide constructive criticism of their peers' presentations.

**FOWS 6220 LANDSCAPE ECOLOGY (3)** LEC. 3. Pr. BIOL 3060 or FOR Y 4230. Ecological effects and management of heterogeneous spatial pattern on ecosystems over large areas.

**FOWS 6320 ENVIRONMENTAL SERVICES (3)** LEC. 3. Environmental services provided by ecosystems, with emphasis on human well-being and livelihood, and emerging market mechanisms.

**FOR Y 6480 GIS DATABASE DESIGN AND ANALYSIS (2)** LEC. 2. Departmental approval. Geographic information system database planning, design, creation, management and analysis using a project oriented approach.

**Fall Year 2: (6 hours)**

**FOR Y 7990 RESEARCH AND THESIS (3)** MST. Credit to be arranged.

**FOR Y 6310 ENVIRONMENTAL ETHICS (3)** LEC. 3. Critical examination of environmental ethics. Historical development and various ethical perspectives. Examination of current environmental issues using perspectives covered in course.

**Spring Year 2: (6 hours)**

**FOWS 6880 ECOLOGICAL ECONOMICS (3)** LEC. 3. Foundations, principles and empirical application of ecological economics to address current social and economic issues.

**FOR Y 7990 RESEARCH AND THESIS (3)** MST. Credit to be arranged.

DECISION ITEM A-2: Auburn University at Montgomery, Master of Science in Geographic Information Systems (GIS) (CIP 45.0702)

### **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's of Science in GIS (MSGIS) will be a Master's degree granted by Auburn University at Montgomery's Department of Sociology, Anthropology and Geography. The degree is intended to be a two-year professional terminal degree specifically to prepare students of GIS for post-secondary appointments in government or the private sector. The proposal anticipates that graduates will be placed in management positions in business, government, or industry.

Some graduates may choose to become instructors at two-year community colleges and at small four-year institutions in tenure track, or permanent, non-tenure track positions. In addition, the graduates of this program will have the option to seek employment as specialists in other disciplines where geospatial skills are needed. MSGIS graduates will offer a unique skill set in a rapidly growing local, state, regional, and national market. GIS finds applications in a variety of governmental and private sector environments.

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

**Mode of Delivery:** Auburn University at Montgomery currently offers all courses in the proposed GIS program, except for one proposed elective, as distance learning classes.

**Similar Programs:** There are no institutions offering a Master's of Science in GIS in Alabama while there are three SREB institutions offering the MS in GIS or a closely related field. (The University of North Alabama offers a Master's in Geospatial Sciences and both Auburn University and the University of Alabama offer a Master's in Geography. AUM contends that the focus of the proposed MSGIS differs from these programs and the AUM MSGIS program would be unique in the state.)

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

**Resources:** The proposal projected that \$534,000 will be required for the program in the first five years, and that \$551,815 will be available over the same period through tuition.

**Public Review:** The program was posted on the Commission website from April 6 until April 26 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. As of Feb. 19, 2015, there are no state institutions currently offering a program under the CIP code of 45.0702, Geographic Information Science and Cartography.
2. There appears to be sufficient need and student demand to support the program.
3. There appears to be sufficient employment opportunity growth available to graduates in GIS.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, June 12, 2015

4. AUM program provides exposure to a multitude of GIS technology applications.
5. AUM is a partner in both education and research for the State of Alabama – refer to letter from the Director of the Alabama Geographic Information Program Office, attachment 4.

DECISION ITEM A-2: Auburn University at Montgomery, Master of Science in Geographic Information Systems (GIS) (CIP 45.0702)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Geographic Information Systems (GIS) 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 June 12, 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 7, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

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

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Letter of support, Director of the Alabama Geographic Information Program Office, attached.



4. Auburn University at Montgomery program proposal, received February 19, 2015. 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 Science in Geographic Information Systems (GIS) (CIP 45.0702)

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY	\$53,500	\$53,500	\$107,000	\$107,000	\$107,000	\$428,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$3,500	\$0	\$3,500	\$0	\$0	\$7,000
ASSISTANTSHIPS (& Fellowships)	\$17,000	\$17,000	\$17,000	\$17,000	\$17,000	\$85,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$4,000	\$2,000	\$4,000	\$2,000	\$2,000	\$14,000
<b>TOTAL</b>	<b>\$78,000</b>	<b>\$72,500</b>	<b>\$131,500</b>	<b>\$126,000</b>	<b>\$126,000</b>	<b>\$534,000</b>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$10	\$0	\$0
TUITION	\$34,715	\$89,759	\$117,156	\$144,803	\$165,382	\$551,815
<b>TOTAL</b>	<b>\$34,715</b>	<b>\$89,759</b>	<b>\$117,156</b>	<b>\$144,803</b>	<b>\$165,382</b>	<b>\$551,815</b>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	13	17	21	24	16
NEW ENROLLMENT HEADCOUNT	5	9	10	14	14	10 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	4	7	7	9	7

## Attachment 2

### Summary of Background Information Master of Science in Geographic Information Systems (GIS) 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:** General outcomes for the proposed program include:

- Develop, manage, and analyze spatial data using field and laboratory techniques;
- Assess, understand, and use the rapidly expanding body of literature devoted to spatial data analysis and the application of geographic technologies;
- Apply geographic information systems and science theory and technologies creatively in real-world settings to answer questions about spatial patterns and processes;
- Demonstrate an understanding of geospatial principles and practices;
- Demonstrate a working knowledge of several geospatial technologies and GIS- related tools used in developing and implementing geospatial strategies;
- Collect, store, access, and use geospatial data across multiple disciplines;
- Develop an enterprise-level geospatial strategy;
- Understand the ethical and legal issues associated with the use and accuracy of geospatial data;
- Design, develop, and complete a GIS project. Depending on the student's academic background, this project may be tightly focused and in-depth or more general in scope, based on the student's project design and objectives;
- Present geospatial information in a clear and professional manner which includes presentation of a paper at a professional conference in the discipline of their choice; and
- Demonstrate an understanding of project management and develop team- based project proposals to solve geospatial problems and construct predictive models which can be applied to real world problems.

**Assessment:** All programs at Auburn University at Montgomery are assessed on an annual basis. Goals and results are reported in the university assessment system. Additionally, data will be used to drive decisions to improve the program and student learning. The following information will be included in this annual assessment process:

#### MSGIS Program Assessment

The director of the MSGIS program will oversee student progress and completion of requirements for the degree. Both director and GIS faculty will aid students in the transition to graduate student status and encourage students to pursue a professional career. The director and faculty will oversee programmatic assessment.

### General Assessment

MSGIS faculty and administration will monitor student enrollment and graduation rates.

Course evaluations will be collected and reviewed for each course in the proposed program, both core and electives. The results of this practice will help faculty to assess and improve courses along with overall program delivery and assist with the assessment of individual student progress; and with revisions of courses and program delivery.

Exit surveys and interviews with students at the end of their residency in the proposed program will also assist in the improvement of course content and delivery.

Alumni surveys will determine the long-term success of graduates, particularly in relationship to employment status and professional development including certification as a Certified Geographic Information Systems Professional (GISP) by the Geographic Information Systems Certification Institute, GISCI.

### Student Assessment and Thesis Requirements

Student success in the proposed program and post completion of the program are important components for program evaluation and revision. Student progress in the program will be assessed by the following criteria:

- Students must earn a cumulative 3.0 GPA or higher in the proposed program.
- Student course assignments are targeted toward acquisition of skills and knowledge necessary to accomplish the general outcomes.
- Student coursework will be evaluated based on a rubric which measures attainment of outcomes.
- Students must develop and defend a problem-oriented thesis proposal, that tests or applies theory and geospatial technology to a research topic.
- The thesis prospectus will be defended before a committee of up to three faculty members, including a thesis director.
- The thesis director will serve as the principal mentor throughout thesis development and writing.
- The committee will consist of a minimum of two GIS faculty members. One committee member may possess a terminal degree in a discipline outside GIS but related to the research problem.
- Students may propose one additional outside committee member from their discipline of interest. The outside reader must have a terminal degree in the research discipline.
- After a student's completed thesis has been read and approved by the thesis director, it will be submitted to the full committee for approval.
- Upon committee approval, the director will schedule an oral defense.
- The director will coordinate the thesis review committee, final text submission, and thesis defense.

**Administration:** The program will be administered by the College of Public Policy and Justice, Dr. Keivan Deravi, Dean; and the Department of Sociology, Anthropology and Geography, Dr. Terance L. Winemiller, 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). ACGD voted three (3) votes recommending approval of the proposed program and one (1) abstention. There were no votes to not approve the proposed program.

**Accreditation:** There is currently no specific accrediting body for Geographic Information Systems programs.

**Curriculum:** Program Completion Requirements:

Credit hours required in major courses:	21 semester hours
Credit hours required in support courses:	0
Credit hours in required or free electives:	9
Credit hours for thesis or dissertation:	6
Total Credit hours:	36

**Collaboration:** AUM is very willing to explore collaborative efforts. For example, there has been discussion of collaboration between Auburn University at Montgomery and the Auburn University Department of Geography for satisfaction of selected elective courses. Also, AUM has been collaborating with the State of Alabama GIS Program Office to develop GIS seminar courses with hands-on application training targeted toward a variety of state offices.

**Distance Education:** Auburn University at Montgomery currently offers all courses in the proposed GIS program as distance learning classes. The proposed elective, Technologies for GIS, by nature, must be offered as a traditional course.

**Admissions:** Students will submit the following items for admissions purposes to the AUM Office of Graduate Admissions:

- A Bachelor's degree from an accredited university or college.
- Graduate Record Exam (general).
- Cover letter and statement of purpose.
- At least two letters of recommendation addressing the student's commitment to higher education and projected ability to complete a graduate program.

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

**Need:** MSGIS graduates will offer a unique skill set in a rapidly growing local, state, regional, and national market. GIS finds applications in a variety of governmental and private sector environments. Students in the AUM MSGIS program will receive technical training in all major geospatial software applications. The broadened scope of the AUM GIS program is unique in that a large majority of competitive programs elsewhere in the country offer only limited exposure to a single GIS technology.

In Alabama, there are several different applications used; the AUM program provides exposure to all of them: Intergraph GeoMedia Professional 2014, Intergraph GeoMedia Grid, Intergraph GeoMedia 3D, Intergraph GeoMedia Image, ESRI ArcGIS, Python Script, ESRI ArcScene, ESRI ArcPad, Trimble Pathfinder Office, Trimble TerraSYNC, ENVI 5.0, ERDAS Imagine,

Hexagon PC dmis Reshaper, Rapidworks, SPSS, and Leica survey software. The proposal asserts that the versatility of the program equips graduates with the skills they need for employment in corporate or governmental environments.

It is also anticipated that many students will enter the program with bachelor's degrees in a variety of disciplines and will become specialists in their chosen fields. The master's by nature, it is asserted, is research-based which provides opportunities for students to develop skills specific to the geospatial nature of their field of expertise. By choosing coursework and research that supports such a focus, students will be able to develop valuable knowledge, skills, and abilities to perform in a variety of venues.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	8	8	9	10	10	45
State	16	17	18	19	20	90
SREB	386	403	421	440	460	2,110
Nation	8,883	9,283	9,700	10,137	10,593	30,030

**Student Demand:** Enrollment projections are based in part on interviews gauging student interest among various majors at AUM. Students currently enrolled in the MLA studying GIS, as well as students enrolled in undergraduate programs in other disciplines currently completing the certificate in GIS, indicated an interest in completing a graduate degree program in GIS. The proposal asserts that there is already interest in the MSGIS; for example one-hundred percent of the ten students who are currently enrolled in the MLA GIS concentration said they would prefer completing the MSGIS. AUM frequently receives requests for information about studying in GIS at AUM as well.

**Resources:**

**Faculty:** Two new faculty will be hired for this proposed program. These faculty will have a Ph.D. in either Geography, Geographic Information Systems, or Science; a minimum of 18 credit hours in geospatial science or systems courses; GISP Geographic Information Systems Certification Institute certification as a GIS Professional; an active research program; and have demonstrated satisfactory teaching competency.

**Current Primary Faculty—**

Full-time: 2  
 Part-time: 1

**Support Faculty—**

Full-time: 1  
 Part-time: 0

**Additional Faculty to Be Hired:**

**Primary Faculty—**

Full-time: 2  
 Part-time: 0

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

**Support Staff:** No new additional support staff are anticipated to be hired for this proposed program. An administrative associate will handle basic administrative support for Sociology, Anthropology and Geography. The AUM Geospatial Research Laboratory Associate will accomplish a portion of the lab management.

**Fellowships and Assistantships:** There are two graduate assistantships budgeted for this program.

**Equipment:** Auburn University at Montgomery has already committed funds to renovate the Geospatial Research and Education Laboratory. All field data collection equipment has been purchased or is currently owned.

**Facilities:** No additional facilities will be required.

**Library:** The AUM library currently has the resources to support this program. The Auburn University at Montgomery Library provides students, faculty, and community users with access to a collection of 515,000 books, more than 1,500,000 federal government documents, and more than 56,000 journals available with full-text online or in print. The library is staffed by seven professional MLS qualified librarians, and is open 88.5 hours per week.

Given the overall strength of the library holdings in comparison with the peer group data presented in the proposal, the AUM Library is deemed capable of supporting instruction and research at the graduate level for the proposed masters' program in Geographic Information Systems. For example AUM holds 181 GIS titles, compared with an average of 217 GIS titles held by a peer reference group. In addition, the library provides access to the 62 other titles which will support the program on geographic information systems.

**Program Budget:** The proposal projected that \$534,000 will be required for the program in the first five years, and that \$551,815 will be available over the same period through tuition.

**Attachment 3**

**Auburn University at Montgomery  
 Master of Science in Geographic Information Systems (GIS)  
 Sample Curriculum**

Course Number	Course Title * Required Course	Hours	Semester	
GEOG 6330	Python Scripting for Geographic Information Systems*	3	3	
GEOG 6350	Introduction to Geographic Information Systems*	3	1	
GEOG 6450	Advanced Geographic Information Systems*	3	2	
GEOG 6460	Remote Sensing and GPS Applications in GIS*	3	1	
GEOG 6990	Applied Research in GIS*	3	2	
GEOG 6465	Spatial Statistics for GIS Professionals*	3	2	
GEOG 6480	Database Management*	3	1	
GEOG 6470	3D and Raster Geographic Information Systems	3	3 or 4	Elective
GEOG 6475	Geographic Information Systems for Health Professionals	3	3 or 4	Elective
GEOG 6455	Geographic Information Systems and Urban Studies	3	3 or 4	Elective
GEOG 6970	Methods and Technologies for Data Collection in GIS	3	3 or 4	Elective
GEOG 6485	GIS and Environmental Management	3	3 or 4	Elective
GEOG 6995	Thesis Hours	6	4	

**30 Credits and 6 Thesis Hours**



**Attachment 4**

**Auburn University at Montgomery  
Master of Science in Geographic Information Systems (GIS)  
Letter of Support – Alabama Geographic Information Program Office**



ROBERT BENTLEY  
GOVERNOR

ALABAMA  
GEOGRAPHIC INFORMATION  
PROGRAM OFFICE



PHILLIP HENDERSON  
DIRECTOR

December 2, 2013

Terance L. Winemiller, Ph.D., GISP, RPS  
Associate Professor of Anthropology and Geography and Chair, Department of Sociology  
Director, Auburn University Geospatial Research Laboratory  
Auburn University at Montgomery  
Department of Sociology  
PO Box 244023  
7041 Senators Drive  
Montgomery, Alabama 36124

Re: GIS Program of Distinction

To Whom It May Concern:

It is a joy to submit this letter of support on behalf of Dr. Winemiller for the GIS Program of Distinction. I have had the pleasure of working with Dr. Winemiller on the GIS Advisory Committee for over 4 years. As Chairman of the GIS Advisory Committee, he has been and continues to be a great resource for GIS to me and the Committee. His understanding, research, and practical applications of GIS continue to advance him to the top of the GIS profession in our state. I am pleased to say that he is a credit to Auburn University at Montgomery and to higher education.

As Director of the State GIS Program Office, I have had increasing requests for courses in GIS. Because of Dr. Winemiller's vast knowledge of many different GIS programs and his continual cutting-edge research, I asked him to create our state's first curriculum for GIS courses that apply to our state with practical hands-on activities. The outcome has been excellent with the design of the Introduction to GIS and the Intermediate GIS courses. This year alone we have had approximately 80 students with a high demand for the development of a new advanced course in GIS. Dr. Winemiller is definitely leading the way to advancing the education of GIS. I am very pleased that he has also developed a GIS Track for an undergraduate degree in Environmental Science. It is essential that these types of GIS educational activities continue in order to strengthen the geospatial community with competent professionals in this growing profession.

I give my highest recommendation for his work and talents. In addition, I strongly recommend that his program be given every consideration as a Program of Distinction. It is exciting to consider how much more he will be able to serve the GIS community as he continues to develop GIS programs and initiatives.

Sincerely,  
  
Phillip Henderson  
Director

DECISION ITEM A-3: Athens State University, Master of Arts in Religious Studies (CIP 38.0201)

### **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 program objectives are:

- Establish the Master of Art in Religious Studies as a premiere program in North Alabama and throughout the state, recognized for its academic quality and affordability and capable of sustainability.
- Contribute to the continuing educational needs of professionals working in churches and other non-profit agencies.
- Provide students in Alabama and surrounding areas a place where they can pursue a graduate degree in Religious Studies without having to relocate.
- Provide an academic program that values diversity and encourages dialogue as it relates to religious studies and wider cultural and political issues of the day.
- Prepare students for careers in teaching religion in public or private high schools and colleges.
- Provide for the general public's interest in and need for the academic study of religion.

**Role:** The proposed program is not within the instructional role recognized by the Commission for Athens State University. However, based upon law (Statute - Act No. 2012-497) and ACHE policy in effect at the time of the proposal's submission, Athens may submit this individual Masters program(s) for staff review and Commission consideration.

**Mode of Delivery:** Distance learning technology will be used to deliver instruction in the M.A. Religious Studies program.

**Similar Programs:** There are no similar programs at any Alabama public institutions. According to Integrated Postsecondary Education Data System (IPEDS), the University of Mobile (Private) has a similar master's level program in Religious Studies. Several schools within SREB states also have similar programs.

**Collaboration:** Athens is amenable to exploring future opportunities for collaboration as they may develop.

**Resources:** The proposal projected that a total of \$191,700 in new funds will be required to support the proposed program. A total of \$728,325 will be available through tuition.

**Public Review:** The program was posted on the Commission website from April 6 until April 26 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. The program is unique in Alabama.
2. Athens has a substantial institutional historical basis and qualification for offering the proposed program.
3. Sufficient employment opportunities appear justified.
4. Among recent Athens graduates, there appears to be very strong student interest in potentially applying to the proposed Master of Arts program.

DECISION ITEM A-3: Athens State University, Master of Arts in Religious Studies  
(CIP 38.0201)

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

Staff Recommendation: That the Commission approve the proposed Master of Arts in Religious Studies.

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by June 12, 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.

Standard Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2016-17, will be at least 18, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2020-21 (three-year average) will be at least 5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in 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.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Athens State University program proposal, submitted February 19, 2015; Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

**Attachment 1**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION Athens State University

PROGRAM Master of Arts in Religious Studies (CIP 38.0201)

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$21,600	\$21,600	\$21,600	\$38,400	\$60,000	\$163,200
LIBRARY	\$1,000	\$1,000	\$1,000	\$0	\$0	\$3,000
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	\$4,000	\$4,500	\$5,000	\$5,500	\$6,500	\$25,500
<b>TOTAL</b>	<b>\$26,600</b>	<b>\$27,100</b>	<b>\$27,600</b>	<b>\$43,900</b>	<b>\$66,500</b>	<b>\$191,700</b>

**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	\$0	\$0	\$0
TUITION	\$87,750	\$140,400	\$157,950	\$166,725	\$175,500	\$728,325
<b>TOTAL</b>	<b>\$87,750</b>	<b>\$140,400</b>	<b>\$157,950</b>	<b>\$166,725</b>	<b>\$175,500</b>	<b>\$728,325</b>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	18	29	33	35	37	30
NEW ENROLLMENT HEADCOUNT	18	17	17	19	20	18 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	3	5	6	5

## Attachment 2

### Summary of Background Information Master of Arts in Religious Studies Athens State University

**Role:** The proposed program is not within the instructional role recognized by the Commission for the Athens State University (ATSU). The result from a resolution from the June 13, 2014 Commission meeting on the matter of ATSU role was that approval for a change in instructional role for Athens to include the master's level failed by a roll call vote (6 voted No, 5 voted Yes). However, based upon law (Statute - Act No. 2012-497) and ACHE policy in effect at the time of the proposal submission, Athens may submit this individual Masters program(s) for staff review and Commission consideration.

**Objectives:** The program would be eclectic and would resemble similar programs at other state universities across the country. Faculty would not promote any religion or denomination. Any student interested in the academic study of religion whether a devout believer, agnostic, or atheist would be welcome. It would be a challenge to embrace such a wide range of beliefs, but the University states that it has been able to accomplish this with the undergraduate program with students holding a wide range of beliefs and ideas. The graduate program would be designed to promote learning, critical thinking, and research in an open and honest environment.

More specifically, the learning outcomes for M.A. in Religious Studies at Athens State University are:

(1) Students will obtain and demonstrate an in-depth knowledge and understanding of the subject matter through analysis of:

- religious texts in terms of their historical and social development and their literary value;
- the diversity of religious traditions and their significance for culture and society;
- religious institutions and their operations; and
- the individual's religious orientation in relation to the larger society.

(2) Students will demonstrate the following skills:

- think critically and demonstrate a willingness to consider different views;
- communicate research and knowledge effectively both orally and in writing;
- evaluate and consider all germane information when engaging in research and formulating arguments and conclusions; and
- demonstrate a knowledge of the range of scholarly work when engaging in any research project.

(3) Students will gain a broad perspective on the study of religion that will encompass Eastern and Western religious traditions.

(4) Students will demonstrate professional attitudes and ethically responsible actions in classroom or online discussions, research papers, and presentations. Students are expected to show due respect for human diversity and understand how these differences enrich our lives and our communities.

**Assessment:** Student Learning Assessment - Program faculty will formulate student learning outcomes that will be assessed in relation to exams, research, and oral presentations throughout the coursework. Student assessment data will be documented and shared among program faculty so that corrective actions can be taken if necessary and to share successes in meeting goals that can be built upon to sustain the success.

Program-Operational Outcomes Assessment - The college dean, department chair, and Office of the Provost/Vice President of Academic Affairs will conduct periodic analysis of program data to include: enrollment levels; degrees awarded; student progress and retention; graduates' employment, acceptance to doctoral programs, and/or professional licensing/certification pursuits; faculty performance, appointments, and workloads; and the allocation of instructional resources to support the program. Institutional data will be monitored to identify enrollment and

completion trends and other factors impacting the sustainability and viability of the program. Corrective actions will be developed and implemented as needed.

In addition to the internal systematic assessment of the program, the Religious Studies program will be reviewed from other entities and organizations. ACHE's 5-Year Program Review focuses on the sustainability and viability of the program based on the initial objectives developed for the program.

Progress reports regarding the performance of the M.A. in Religious Studies program will be submitted to the Athens State University Cabinet and President annually. The goal of all program review and assessment process is to determine the value added to graduates and employers of the program and provide a roadmap for continuous improvement.

**Administration:** The program will be administered by the School of Arts and Sciences, Dean: Dr. Ron Fritze; Department: Religion, Chairperson: Dr. Tony L. Moyers. The Institutional contact person is Dr. Ronald Ingle, Interim Provost/Vice President for Academic Affairs.

**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). Of the three institutions that voted, the ACGD overall recommendation vote was 2 to 1 to approve the proposed program.

**Accreditation:** There are no external accreditation agencies in religion. There is one for seminaries and theological schools that is recognized by SACSCOC. However, those are different kinds of institutions/programs. To the proposer's knowledge, there is no accrediting agency for a non-denominational program such as the one being proposing.

**Curriculum:** The program will have the following requirements for completion:

This M.A. program in Religious Studies will have a thesis and non-thesis track.

- All M.A. students in Religious Studies must take the following 12-15 hours of core courses:
- RE 500 Methods and Concepts in Researching and Teaching in Religion (3 hours)
- RE 501 Religions that Shaped the World (3 hours)
- RE 516 Interpreting the Text (3 hours)
- RE 700 Religion Project (3 hours)/RE 701 Thesis Research (6 hours) (The choice of course depends on the student's track.)

M.A. Non-Thesis Track:

The non-thesis track will require 36 hours including the 12 hours of core courses. Students taking the non-thesis track will be able to take courses in three areas of focus:

- Biblical Studies
- History of Religions
- Leadership and Community Service.

This track will require students to take the 12 semester hours of core courses (including the Religion Project). In addition, students will take 6 additional semester hours at the 500 level; these 6 hours must come from area three – Leadership and Community Service. The remaining 18 additional hours at the 600 level will come from the three areas of focus. Students must take at least one course from each of the three areas. The remaining 3 hours will be RE700 – Religion Project for a total of 36 semester hours.

M.A. Thesis Track:

The thesis track will require 30 hours including the 15 hours of core courses. Students taking the thesis track will be able to take courses in two areas of focus:

- Biblical Studies
- History of Religions

This track will require students to take the 15 hours of core courses (including 6 hours for Thesis Research). In addition students will take 3 semester hours at the 500 level from either of the two areas of focus. Students will

take 12 hours at the 600 level in the two areas of focus. Students must take at least one course in each of the two areas. Students will take the 6 hours of RE701 – Thesis Research in the last two semesters.

**Collaboration:** There are currently no similar programs at any Alabama public institutions. Athens is willing to explore collaborative opportunities as they may arise.

**Distance Education:** Distance learning technology will be used to deliver instruction in the M.A. Religious Studies program. Athens State University makes extensive use of technology commonly used in higher education to deliver online programs - including Blackboard Learn® for course content management and Tegrity® for video lecture development and delivery. Synchronous online classes are also possible through the university's use of Blackboard Collaborate.

Athens State University follows the SACSCOC “Best Practices for Electronically Offered Degree and Certificate Programs” and aspires toward other professional online learning organizations recommendations to ensure the quality of online course delivery. The University requires that courses delivered through both distance learning and on-campus instruction meet the same instructional quality standards. Athens State University faculty has considerable experience with online course development and delivery. The University has established resources for faculty to support the continuous improvement of online courses through training and online course design services provided by the Academic Technology Services department.

**Admissions:** Students applying to the MA program in Religious Studies must:

- Submit a writing sample that demonstrates their ability to do meaningful research. The sample writing may come from their undergraduate degree program.
- Submit official transcripts of all undergraduate and graduate work from each institution attended, including Athens State University transcripts. Transcripts must verify that the applicant received a baccalaureate degree from a regionally accredited baccalaureate institution and that the applicant has a minimum 3.0 overall GPA on a four-point scale for undergraduate studies.
- Provide two letters of professional recommendation for the graduate program. The letters should state the applicant's qualifications for graduate work from persons (excluding graduate faculty) who have personal knowledge of the applicant's academic or work performance.
- Students must have a minimum index score of 2,000 (determined by taking the undergraduate GPA multiplied by 450 + the total scores of the verbal and quantitative sections of the Graduate Record Examination [GRE]).
- Students may be accepted conditionally if they have a 2.75 GPA and/or demonstrate 10 years of progressive work history with a record of progressive responsibilities. Conditionally accepted students will be allowed to take up to 6 graduate credits and must receive B or higher grades to move to unconditional status.

Deficiencies - Students who do not have a B.A. in Religion may be required to take one or both of the additional courses listed below or their equivalent. The applicant's undergraduate transcript will be reviewed to determine if the student has the prior knowledge to be successful in the M.A. program. If the student has no prior coursework in Religious Studies, he or she must take both classes listed below and pass them with a B or better. The hours from one or both of these classes will not count toward the 30 semester hours for graduation.

RE 307 Essentials in Biblical Studies or equivalent passing with a B or better,  
RE 308 Essentials of Religious Studies or equivalent passing with a B or better

New students must select one of the two tracks. They can pursue a thesis track with research project or a non-thesis track leading to advancement, employment, personal satisfaction, or work in social or non-profit organizations.

**Need:** The Religious Studies program will assist in the goal of providing students an opportunity at the graduate level to complete a program that studies the human need for reflection, creates an environment to develop a deep

awareness of the various religions, and provides an opportunity for in depth review of the core tenets of religion in human history and in individuals.

A Master's degree in Religious Studies would provide educational opportunities to students who wish to improve their academic resume for the purpose of further study, personal interests and commitments, or employment or advancement.

Moreover, the proposed program would:

- Provide students the opportunity to expand their social and cultural horizons;
- Promote understanding between people of different beliefs and backgrounds, allowing for dialogue that promotes collaboration, understanding, and mutual tolerance;
- Provide a program of study that no other university in North Alabama is offering;
- Increase the influence of the Religious Studies program to promote learning that improves the quality of life of the surrounding community; and
- Educate ministers and others to enter the workforce as leaders in faith communities and other non-profit institutions.

Projected Job Openings

	Year	Year 2	Year 3	Year 4	Year 5	Total
Local	25	30	35	40	45	175
State	75	100	125	150	175	625
SREB	500	650	750	875	1,000	3,775
Nation	5,000	7,000	9,000	11,000	15,000	47,000

The national projections are provided by the Bureau of Labor Statistics (BLS) under the category of religious activities and education. The projected growth is from 126,000 to 147,100. This projection covers a ten-year span. The BLS predicts average job growth for all clergy members, including preachers. It is estimated that all positions in the field will increase by 18 percent in the 2010-2020 decade, which is about on par with the average occupational growth rate for that time.

Most openings will be available with congregations in small, rural areas. Clergy trying to secure bigger congregations in an urban setting will face the toughest competition. Information for state job projections was obtained from Alabama.gov (Alabama Department of Labor, Labor Market Information Division, 2014). Additionally, potential employers and other professionals in the local area have indicated a need for individuals who are professionally credentialed in religious studies.

**Student Demand:** A master's degree in Religious Studies would provide a service to the State of Alabama by offering students of Alabama an opportunity to learn about Religious Studies in a neutral setting; the way they are offered the opportunity to learn more about science, technology or any other subject.

Individuals interested in the program would be:

- Students from Athens State University's undergraduate program;
- Students who have completed a BA and are looking for a graduate degree in Religious Studies;
- Students who are seeking a terminal degree in religious studies;
- Students who plan to teach; and
- Students who will need in-depth knowledge of Religious Studies in their pursuit of other work related opportunities.

Further, the Athens survey of graduating seniors reflect that 89.5 percent (314/351) of respondents would consider applying to this program.



**Resources:**

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 3

Part-time: 0

Support Faculty—

Full-time: 4

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

There are no plans to hire new faculty at the present time. Athens State University will consider adding faculty later based on appropriate review of enrollments and cost analysis. New faculty will have an appropriate doctorate to teach in the M.A. in Religious Studies program.

**Support Staff:** Athens State University is appropriately staffed to provide the academic and nonacademic support needs. The existing staff will provide the necessary services to the graduate students.

**Fellowships and Assistantships:** At present, there are no plans to make assistantship/fellowship stipends available. This decision would be reassessed periodically and as funds become available.

**Equipment:** Due to the substantial spending in the area of technology and software, the institution already has technology and Learning Management Systems that will allow the faculty to communicate and work closely with students even over a distance in the M.A. program.

**Facilities:** The program will be primarily online so no classroom space concerns exist. No new facilities are required for the proposed program.

**Library:** Athens State University has offered coursework in religion leading to the bachelor's degree for many years and has maintained a strong library collection in this subject area. Analysis of the collection shows that, with minimal enhancement, it will support a Master of Arts program. Use of the University's interlibrary loan partnerships will further enhance the available resources.

Monographic Holdings - Like many of the humanities, much of the research literature in religion centers on monographic titles, including religious texts, historical studies, theoretical treatises, exegeses, and comparative materials. The current collection includes approximately 7,000 print titles supporting the religion program.

Although these titles extend back in time to the early 1900s, reflecting the age of the University, over 23 percent have publication dates between 1990 and 2013. This provides both historical depth and modern approach studies.

In addition to print holdings, the Library also provides access to three collections of electronic books: EBSCO E-Book collections, Credo Reference, and the ACLS Humanities E-Book collection. These collections provide access to over 8,000 titles pertinent to Religion. Almost 95 percent of these titles have been published since 1990.

Examination of the statistics shown above has led the Library to begin working with the religion faculty to enhance the collection in the areas of classical Greek and Hebrew languages.

Journal Holdings - The Library provides access to a strong scholarly journal collection through subscriptions to major databases, including ATLA Religion database, ProQuest Religion database, Academic Search Premier, Expanded Academic ASAP, and JSTOR Arts & Sciences Collection 1. Supporting materials are provided through Oxford Reference Online, History Reference Center, PsycInfo, PsycArticles, and SocIndex. Examples of relevant subject searches in selected databases are shown below. The results include full-text, peer-reviewed items only. Access to these databases should provide sufficient periodical resources to support research in the field.

**Program Budget:** A total of \$191,700 in estimated new funds will be required to support the proposed program over the first five years. A total of \$728,325 will be available through tuition.

**Attachment 3**  
Athens State University  
Master of Arts in Religious Studies

**Curriculum by Semester**

Students may choose either a thesis track or a non-thesis track. The thesis track would prepare those students interested in pursuing doctoral degrees in religious studies or employment in research-related careers. The non-thesis track is for students who are not planning on additional graduate work but need to improve their opportunities for employment in a related field.

**Two Year Plan for Completion**

*Non-Thesis track*

The non-thesis track will require 36 semester hours including the 12 hours of core courses. Students will also take 6 additional semester hours at the 500 level. These 6 hours must come from area three – Leadership and Community Service. The remaining 18 additional hours at the 600 level will come from the three areas of focus. Students must take at least one course from each of the three areas. The remaining 3 hours will be RE 700 – Religion Project for a total of 36 semester hours. Students taking the non-thesis track will be able to take courses in three areas of focus:

- Biblical Studies
- History of Religions
- Leadership and Community Service

**Fall Year One**

RE 500 Methods and Concepts in Researching and Teaching in Religious Studies

RE 501 Religions that Shaped the World

One 500 level course in area three: Leadership and Community Service

**Spring Year One**

RE 516 Interpreting the Text

One 500 level course in area three: Leadership and Community Service

RE 602 Seminar in Leadership and Community Service

**Fall Year Two**

RE 600 Seminar in Biblical Studies

RE 601 Seminar History of World Religions

RE 6xx Seminar Elective

**Spring Year Two**

RE 602 Seminar in Leadership and Community Service

RE 600 Seminar Elective

RE 700 Religious Studies Project

**Two Year Plan for Completion**  
Thesis Track

The thesis track will require 30 hours including the 15 hours of core courses. Students taking the thesis track will be able to take courses in two areas of focus:

- Biblical Studies
- History of Religions

Students will take 3 semester hours at the 500 level from either of the two areas of focus. Students will take 12 hours at the 600 level in the two areas of focus. Students must take at least one course in each of the two areas. Students will take the 6 hours of RE 701 – Thesis Research in the last two semesters.

**Fall Year One**

RE 500 Methods and Concepts in Researching and Teaching in Religious Studies  
RE 501 Religions that Shaped the World  
One 500 level course in History of Religion or Biblical Studies

**Spring Year One**

RE 516 Interpreting the Text  
RE 600 Seminar in Biblical Studies  
RE 602 Seminar in Leadership and Community Service

**Fall Year Two**

RE 601 Seminar History of World Religions  
RE 701 Thesis Research

**Spring Year Two**

One 600 level course in either Biblical Studies or History of World Religions  
RE 701 Thesis Research

**Final Note:**

1. 500 level courses will be related to specific undergraduate 400 level courses. Some courses offered now at a 300 level will be upgraded to a 400 level. 500 level courses allow students to learn what other undergraduates are learning, but it requires them to do more research at a higher level. Research at the 500 level will be narrowly focused in an area in which students are expected to gain some expertise. Along with this research project, they will have to make a presentation in class making this a genuine graduate experience for them that is different from the 400 level. Depending upon class size and time, they may also be required to teach on a certain topic.

Exams for the 500 level will be different from the 400 level courses as well. Assignments, readings and requirements are different for graduate students taking this course. Athens State undergraduate majors in religion can apply for early enrollment into the MA program and if accepted can take one or two courses at a 500 level during pursuit of their BA degree in Religion.

2. 600 level courses are solely for graduate credit, and they are seminar courses in one of the three areas listed above.

3. 700 level courses are related to research or practical and academic experience.

DECISION ITEM A-4: The University of Alabama in Huntsville, Master of Arts in Teaching (CIP 13.1205)

### **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 Arts in Teaching (M.A.T.) is an Alternative Class A graduate level degree designed to prepare teachers for initial secondary education licensure. The program is aligned with the Alabama Quality Teaching Standards as identified by the Alabama State Department of Education (ALSDE). These include: Standard 1. Content Knowledge, Standard 2. Teaching and Learning, Standard 3. Literacy Standard, 4. Diversity Standard, and 5. Professionalism.

Upon completion of the M.A.T., graduates will be expected to demonstrate the Alabama Quality Teaching Standards, the knowledge and skills of the identified content major, and the teacher dispositions identified and assessed by the teacher professional education requirements and the major teaching field requirements as approved by the Alabama State Department of Education.

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

**Mode of Delivery:** Distance education technology will be embraced and utilized as needed to optimize course and program delivery to maximize enrollment and participation in the program.

**Similar Programs:** A number of graduate initial teacher certification programs are offered in Alabama and in each of the SREB states to meet the local, state, and regional demand for licensed secondary education teachers.

**Collaboration:** While there are no specific plans for collaboration at this time; however, UAH welcomes collaboration with other institutions of higher education in order to enhance the educational opportunities for students in north Alabama.

**Resources:** The proposal projected that a total of \$2,000 in new funds will be required to support the proposed program. A total of \$504,900 will be available through tuition.

**Public Review:** The program was posted on the Commission website from April 6 until April 26 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. The program is premised upon the Alabama Quality Teaching Standards.
2. The job outlook for these professionals is positive.
3. There should be sufficient funds available for the program; particularly as related to the associated required new funds.
4. There appears to be sufficient need and student demand to support the program.
5. Candidates who complete the proposed M.A.T. degree will meet all requirements for initial teacher certification in their selected secondary education discipline or content area.

DECISION ITEM A-4: The University of Alabama in Huntsville, Master of Arts in Teaching (CIP 13.1205)

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

Staff Recommendation: That the Commission approve the proposed Master of Arts in Teaching.

Implementation Date: The proposed program will be implemented in January 2016. Based on Commission policy, the proposed program must be implemented by June 12, 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 5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in 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 February 1, 2021.

- 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 February 6, 2015; 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 Arts in Teaching (CIP 13.1205)

**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	\$500	\$500	\$500	\$500	\$2,000
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	\$500	\$500	\$500	\$500	\$2,000

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$36,720	\$82,620	\$119,340	\$137,700	\$128,520	\$504,900
TOTAL	\$36,720	\$82,620	\$119,340	\$137,700	\$128,520	\$504,900

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	11	17	19	18	14
NEW ENROLLMENT HEADCOUNT	5	6	6	6	6	6
DEGREE COMPLETION PROJECTIONS	0	0	4	5	5	5



## Attachment 2

### Summary of Background Information

Master of Arts in Teaching  
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 proposed degree will be guided by the established UAH teacher candidate competencies currently established and assessed by the teacher education unit as enumerated below.

1. **CONTENT** - The candidate knows the subject and structure of the discipline, organizes and creates learning opportunities that link the subject with other disciplines, and engages the learner in construction of meaning within the discipline.
2. **PEDAGOGY** – Teaching: Candidate uses multiple teaching and learning strategies to meet the needs of students, creates lessons and activities that are aligned with state and local curricular goals, and uses technology to increase student engagement. Assessing of Student Learning: Candidate develops and uses a variety of formal and informal assessment strategies to plan instruction, monitor student performance, evaluate student learning and documents impact of instruction on student learning. Managing the Learning Environment: Candidate uses an understanding of individual and group motivation and behavior to create a safe, well-organized, and equitable learning environment that supports positive interactions and active engagement in learning.
3. **CRITICAL THINKING** - Candidate models effective critical thinking patterns and problem solving approaches and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
4. **DIVERSITY** - Candidate understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social, and performance skills. Candidate understands how students differ in their approaches to learning and creates instructional opportunities that meet the needs of learners from diverse cultural backgrounds and learners with exceptionalities. The candidate uses this knowledge to promote equitable learning opportunities for all students.
5. **COMMUNICATION** - Candidate uses knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive instruction in the classroom.
6. **PROFESSIONALISM** - Candidate evidences leadership capacity and a solid commitment to the teaching profession. Collaboration and Relationships: Candidate communicates and interacts with parents/ guardians, families, school colleagues, and the community to support students' learning and well-being. Reflection and Professional Development: Candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). Candidate actively seeks out opportunities to grow professionally. Professional Dispositions: Candidate exhibits ethical and professional dispositions and conduct. These are woven into the framework of the UAH Teacher Education Program. Candidates are provided with opportunities to engage in a self-evaluation of these dispositions and to demonstrate these attributes as they progress through the program. Dispositions include: Intellectual Curiosity, Respect For All Learners, Multicultural Sensitivity, Self- Initiative, Flexibility, Interaction With Others, Tact and Judgment, Reliability/Dependability, Oral Communication Skills, Written Expression, Attendance-Punctuality, and Professional Appearance.

Candidates who complete the proposed M.A.T. degree will meet all requirements for initial teacher certification in their selected discipline or content area.

**Assessment:** All teacher licensure programs are approved by the Alabama State Department of Education (ALSDE) and are nationally accredited by NCATE. The UAH Teacher Education Programs are approved by ALSDE through 2020 and until 2018 with NCATE (which has become The Council for the Accreditation of Educator Preparation – CAEP).

A fully developed Unit Assessment System is currently implemented and has met the standards established by both ALSDE and CAEP. These include criteria for admission to the teacher education program, assessment of professional dispositions, criteria for program key assessments, criteria for admission to the student teaching internship, and a student teaching internship portfolio assessment. As currently required by CAEP, UAH routinely conducts employer satisfaction surveys and alumni surveys to obtain relevant employment and graduate education data regarding its teacher education graduates.

**Administration:** The program will be administered by the Dean of the College of Education, Dr. Beth Quick. Dr. Quick is also Chair of the Department of Curriculum and Instruction.

**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 received; both recommended approval of the proposed Master of Arts in Teaching.

**Accreditation:** This program will be included in the UAH Teacher Education Unit national accreditation review (next visit anticipated in 2017 or 2018) as well as the program approval required by the Alabama State Department of Education.

**Curriculum:** Program Completion Requirements -

Credit hours required in major courses:	30
Credit hours required in support courses:	0
Credit hours in required or free electives:	15
Credit hours for thesis or dissertation:	0
Total semester hours:	45

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. Because this is a graduate initial teacher licensure program, a student teaching internship of 6 graduate credits is required in the final semester.

**Collaboration:** UAH welcomes collaboration with other institutions of higher education in order to enhance the educational opportunities for students in north Alabama. UAH is an active member in the Alabama Association of Colleges of Teacher Education (ALACTE) and consistently attends and contributes to the two meetings held each academic year. There are no specific current plans for collaboration with another institution.

**Distance Education:** Distance education technology will be embraced and utilized as needed to optimize course and program delivery to maximize enrollment and participation in the program. Some courses lend themselves to hybrid delivery format or online delivery while others necessitate traditional courses to facilitate instructor/student interaction and learning.

**Admissions:** Students will be required to meet the admission requirements for teacher licensure programs approved by the Alabama State Board of Education. These include completion of a bachelor's degree or higher degree with a minimum overall grade point average of 2.50 or higher, passing score on the Alabama Prospective Teacher Testing Program (APTT), and completion of a background check. Additionally, students must present a passing score on the required Praxis II content exam to be eligible for unconditional admission.

**Need:** The proposed M.A.T. degree will allow UAH to offer the Alternative Class A secondary licensure program in a streamlined manner. The proposed degree brings UAH in alignment with other four-year Institutions of Higher Education (IHEs) that offer the Alternative Class A secondary education licensure

in programs ranging from 38 to 45 semester credits. The degree provides benefits to the region and the state as it provides a means of individuals who have already earned a bachelor's degree to achieve an Alternative Class A secondary license as well as a graduate degree so they can serve in public and private high schools. UAH produces teachers for many of the north Alabama school districts, with the majority serving in Huntsville City Schools, Madison City Schools, Madison County Schools and Limestone County Schools.

Most of the four-year institutions in Alabama offer a secondary education teacher licensure degree. The University of Alabama in Huntsville, along with Alabama A&M University and University of North Alabama are the institutions of higher education (HE) authorized to offer Class A Alternative teaching licenses in the northern region of the state.

Projected Job Openings

	Year	Year 2	Year 3	Year 4	Year 5	Total
Local	20	20	20	20	20	100
State	510	510	510	510	510	2,550
SREB	8,160	8,160	8,160	8,160	8,160	40,800
Nation	312,600	312,600	312,600	312,600	312,600	1,563,000

**Student Demand:** This program is already shown to in demand and will allow students with a baccalaureate degree an option for securing a secondary education licensure at UAH. (Relatedly, the addition of an M.A.T. will increase the visibility and student awareness and opportunities of secondary education licensure options at UAH.) It is also appealing to students that the new degree creates a more streamlined degree path that requires fewer credit hours to facilitate graduate degree completion. Finally, it is noteworthy that The Bureau of Labor and Statistics estimates the number of secondary teachers needed between now and 2022 will increase by 6 percent throughout the United States.

**Resources:**

Faculty:

Current Primary Faculty to teach in the program—

- Full-time: 9
- Part-time: 0

Support Faculty—

- Full-time: 4
- Part-time: 0

Additional Faculty employed to teach in the first five years:

Primary Faculty:

- Full-time: 0-1 (see note directly below\*)
- Part-time: 1

Support Faculty—

- Full-time: 0
- Part-time: 0

\*The department will not require additional full-time faculty unless enrollment and student demand dictates.

**Support Staff:** The proposed degree will be housed in the Department of Curriculum and Instruction. Current staff include a staff assistant, Coordinator of Field and Clinical Experiences, Advisor and Certification Officer, and part-time Coordinator of Data and Accreditation Activities. These support staff will be sufficient for the proposed program. No additional staff members are requested.

**Fellowships and Assistantships:** There are no fellowships or assistantships specifically associated with this proposed program.

**Equipment:** No special equipment purchases will be required for implementation of the proposed M.A.T. program.

**Facilities:** All courses for the proposed M.A.T. degree program can be delivered using the facilities in Roberts Hall and other university facilities. No renovations or additions are required.

**Library:** UAH maintains a vast collection of secondary education resources adequate for imparting and maintaining knowledge about the academic teaching areas. The collection includes a broad selection of education journals/periodicals, subject specific indexes, and the fundamental reference and bibliographical tools for each secondary education area.

The UAH library is constantly assessing how well collections meet the policies of the institution and the information needs of its user community. The resources are consistently analyzed by library staff to determine objectively a collection's strengths and weaknesses, the directions or trends that its development is following, how it compares with collections in institutions with similar missions, and acts as a basis for prescribing appropriate development actions for the future.

New education resources are added annually to the UAH library to maintain current and relevant resources to support all secondary education licensure programs. The UAH Department of Education submitted a request as recently as Fall 2014 for additional educational resources.

**Program Budget:** A total of \$2,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$504,900 will be available through tuition.

**Attachment 3**

The University of Alabama in Huntsville  
 Master of Arts in Teaching (Secondary Education)

**Proposed Program of Study**

ED604	Contributions of Psychology to Education	3 credits
ED609	Classroom and Behavior Management	3 credits
ED 521, 522, 523, or 524  Select the appropriate course from below: ED 521 ELA ED 522 Math ED 523 Science ED 524 Social Studies	Subject-specific Content Methods	3 credits
ED530	Applied Multiculturalism	3 credits
ED608	Expanding Reading Ability through Content Area Instruction	3 credits
ED520	Computer-Based Instructional Technologies	3 credits
ED607	The Educator as Evaluator	3 credits
ED593	Education of Exceptional Children and Youth	3 credits
Content courses (500- or 600-level)	To be determined in consultation with academic departments (English, Math, Science, History, etc.)	15 credits
ED698	Secondary Internship	6 credits

TOTAL CREDIT HOURS: 45

DECISION ITEM A-5: University of North Alabama, Master of Arts in Public History (CIP 54.0105)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** This program is intended to meet the educational needs of those aspiring to professional advancement in the field of public history. The proposed curriculum in history and public history will achieve the following three objectives; (1) deepen students' knowledge of history and public history, and to expand their critical thinking skills; (2) provide students with opportunities for extensive fieldwork and collaborative community projects as they complete their coursework, while also providing experience in their chosen area of study through the internship requirement; (3) prepare students for careers in historic preservation and historical administration, including positions in archives, museums, state historic preservation offices, and cultural resource management firms, and for advancement in job preparation and salary for public history professionals.

**Role:** The proposed program is within the instructional role recognized by the Commission for the University of North Alabama.

**Mode of Delivery:** The Department of History and Political Science plans to limit online course offerings in public history to those courses such as Digital History that function well in an online environment.

**Similar Programs:** The program will satisfy a clearly documented need and will not duplicate any other graduate programs in the state. The only other Master of Arts program in the state of Alabama to offer public history is Auburn, who offers a graduate certificate in public history. There is a clear need for a program to better train public historians for work in the fields of historic preservation and historic administration.

**Collaboration:** In anticipation of Alabama's bicentennial in 2019, the public history program at UNA is currently collaborating with Auburn University on developing a survey to be used to collect information about cultural resources on a county-by-county basis. This will also involve other public history practitioners and public history programs at institutions like the University of Alabama-Huntsville. Other collaborative projects are likely to grow out of these relationships.

**Resources:** The proposal projected that \$57,200 will be required for the program in the first five years, and that \$192,400 will be available over the same period through tuition and extramural funds.

**Public Review:** The program was posted on the Commission website from April 6 until April 26 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. There is already in place a collaborative component associated with the program proposal.
2. There appears to be sufficient need and student demand to support the program.
3. There is a wide range of employment opportunity.

4. There are two concentrations, both of which draw on courses taught in other colleges and departments, including the College of Business.

DECISION ITEM A-5: University of North Alabama, Master of Arts in Public History (CIP 54.0105)

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

Staff Recommendation: That the Commission approve the proposed University of North Alabama, Master of Arts in Public History (CIP 54.0105) 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 June 12, 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 2016-17 through 2019-20 (four-year average) will be at least 4, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of North Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 North Alabama program proposal, received February 20, 2015. Available upon request.



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

**Attachment 1  
 NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION The University of North Alabama

PROGRAM Master of Arts in Public History (CIP 54.0105)

**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 (N/A)	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS (& Fellowships)	\$28,600	\$0	\$14,300	\$0	\$14,300	\$57,200
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$28,600	\$0	\$14,300	\$0	\$14,300	\$57,200

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$56,000	\$0	\$0	\$0	\$0	\$56,000
EXTRAMURAL	\$800	\$1,000	\$1,000	\$1,500	\$1,500	\$5,800
REVENUE/REALLOCATION OF ASSISTANSHIP	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$14,000	\$19,500	\$26,480	\$31,780	\$38,840	\$130,600
TOTAL	\$70,800	\$20,500	\$27,480	\$33,280	\$40,340	\$192,400

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	2	7	10	11	12	8
NEW ENROLLMENT HEADCOUNT	2	5	5	6	6	5 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	2	2	5	6	4

## Attachment 2

### Summary of Background Information Master of Arts in Public History University of North Alabama

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

**Description and Objectives:** Since the 1970s colleges and universities across the country have been developing graduate and undergraduate programs in public history. These programs help students build both an understanding of the theories that drive the practice of public history and a practical skillset which students take with them into a variety of institutions upon graduation. Public history practitioners work as non-profit administrators, museums curators, archivists, historic preservationists, cultural resource managers, and as digital historians. These professionals can be found working in a broad range of settings, including corporate archives, small house museums, the National Park Service, and living history museums. Successful programs combine a firm grounding in historical analysis and help students to develop skills necessary for collaboration with the communities they work in. Successful programs also help students to improve their critical thinking, research, and leadership abilities.

The State of Alabama has a need for well-rounded public history practitioners. Currently, there are two programs in the state offering graduate level concentrations in public history, the University of North Alabama and Auburn University. However, no program in the state offers a Master of Arts in Public History. In order to better develop the complex range of skills a public history graduate student needs to become a successful practitioner, the Department of History & Political Science at the University of North Alabama has proposed a program for a Master of Arts in Public History.

**Assessment:** The Master of Arts in Public History program will be evaluated by conducting quantitative and qualitative assessment. Specifically, all master's degree candidates will either complete a thesis or take a comprehensive exam, and all graduates will complete a post-graduate survey. Finally, all employers of program graduates also will be surveyed in order to assess their satisfaction with the proficiency of program graduates.

**Administration:** The program will be administered by the College of Arts and Sciences, Dean: Dr. Carmen Burkhalter; Department Associate Dean: Dr. Christopher Maynard; and Department Chairperson (Department of History and Political Science), Dr. Jeffrey Bibbee.

**Peer Review:** The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Four members of the ACGD participated in the final vote; all four voted to approve the proposal.

**Accreditation:** No accreditation agencies exist for Master of Arts programs in Public History.

**Curriculum:** The proposed Master of Arts in Public History is organized into two focused concentrations: historic preservation and historical administration. Both concentrations draw on courses taught in other colleges and departments, including the College of Business. The program also utilizes the expertise of the Collier Library faculty and staff. Public history is at its root interdisciplinary and building on the strengths of other university programs and departments is essential.

The program offers two options: thesis and non-thesis. The 33-hour thesis option requires 27 hours of coursework, 6 hours of thesis work, and the successful defense of a thesis. The non-thesis option requires 33 hours of coursework (six of which must be HI 640, Directed Research

and Study) and the successful completion of a comprehensive exam. Students enrolled in the historic preservation concentration take 21 hours of core courses including courses in public history historiography and methodology, historic preservation, fieldwork methods, two graduate colloquia in United States or European History, a course in the College of Business in project management, nonprofit marketing, or organizational behavior, and an internship. Students enrolled in the historical administration concentration take 21 hours of core courses, including courses in public history historiography and methodology, museum and archival administration, digital collection management, two graduate colloquia in United States or European History, a course in the College of Business in project management, nonprofit marketing, or organizational behavior, and an internship.

All students are required to complete a zero credit portfolio course during the semester they intend to graduate. Additionally, students must successfully demonstrate the mastery of a research skill. Students satisfy the research skill requirement by successfully completing graduate coursework in a foreign language reading proficiency or by the successful completion of a reading proficiency examination administered through the Department of Foreign Languages. A student may also satisfy the research skill requirement through successful completion of upper-division coursework as approved by the graduate committee of the Department of History & Political Science.

**Thesis Option:**

Credit hours required in major courses:	21
Credit hours required in support courses: -- Credit hours in required or free electives:	6
Credit hours for thesis or dissertation:	6
Total Credit hours:	33

**Non-thesis Option**

Credit hours required in major courses:	21
Credit hours required in support courses: -- Credit hours in required or free electives:	12
Credit hours for thesis or dissertation: --	
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 above.

The thesis option requires six hours of thesis work and the successful defense of a master's thesis. The non-thesis option requires six hours of HI 640, Directed Research and Study, and the successful completion of a comprehensive examination. All students are required to complete a 140-hour internship. Students must also complete a zero credit hour portfolio during the semester they intend to graduate. Students must also demonstrate mastery of a research skill.

**Collaboration:** In anticipation of Alabama's bicentennial in 2019, the public history program at UNA is currently collaborating with Auburn University on developing a survey to be used to collect information about cultural resources on a county-by-county basis. The project, tentatively titled, "Alabama 200: Past, Present, and Future," will also involve other public history practitioners and public history programs at institutions like the University of Alabama-Huntsville. Other collaborative projects are likely to grow out of these relationships. Because one of the essential elements of public history is collaboration, it is essential that UNA's program builds these connections to provide students with the best possible learning experience during their time in the program.

**Distance Education:** The Department of History & Political Science plans to limit online course offerings in public history to those courses such as Digital History that function well in an online environment. Most public history courses involve a great deal of fieldwork, collaborative projects, and community interaction, all of which work best in a traditional face-to-face environment. All

distance-learning courses are evaluated by students and are held to the same quality standards as on-campus courses.

**Admissions:** The general standards for admission to the proposed graduate program in public history are in accordance with those requirements as specified in the University of North Alabama Graduate Bulletin. These include a completed application for admission, official transcripts, and appropriate test scores.

In addition to the general requirements for admission to graduate studies, admission to the Master of Arts in Public History degree program requires the following:

- **Preparation:** Applicants must hold a bachelor's degree from an accredited institution and have at least 24 hours in history, public history, or a related field, including up to twelve hours below the 300 level or have completed a major and/or minor in history, public history, or a related field.
- **Scholastic Achievement:** A minimum of 2.75 GPA on a 4.0 scale in all previous undergraduate and graduate coursework.
- **Test Scores:** Submission of satisfactory scores on the Graduate Record Examination (GRE), which shall consist of the attainment of at least two of the three following scores: Verbal, 146; Quantitative, 140; Analytical Writing, 3.5.
- **Three letters of recommendation** to be sent to the Director of Graduate Studies, Department of History and Political Science, University of North Alabama.
- **Application Essay:** A type written essay of 250-350 words which describes career goals and areas of historical interest for study in the graduate program to be sent to the Director of Graduate Studies, Department of History and Political Science, University of North Alabama.
- **Writing Sample:** Minimum of four pages, preferably a research or scholarly essay or paper from previous classes. It may also be a sample of professional or creative writing to be sent to the Director of Graduate Studies, Department of History and Political Science, University of North Alabama.

**Transfer Admission** - In addition to the general requirements for Transfer Admission to Graduate Studies, up to 12 semester hours of graduate credit by transfer will be accepted with the approval of the graduate program director. Exceptions must be approved by the graduate program director, department chair, and college dean.

A Graduate Admissions Committee will review each application and make all admissions decisions; consequently, all applications and supporting documents must be submitted to the Offices of Admissions of the University in accordance with submission deadlines established by that office.

**Need:** The program will satisfy a clearly documented need and will not duplicate any other graduate programs in the state. The only other Master of Arts program in the State of Alabama to offer public history is Auburn, who offers a graduate certificate in public history. There is a clear need for a program to better train public historians for work in the fields of historic preservation and historic administration.

#### Institutional Need

In 2012, the Department of History and Political Science began a concentration in public history at the M.A. level. The program requires that students complete 12 hours of public history electives. Students may choose to complete more public history coursework through HI640,

Directed Research and Study, or may choose a thesis topic or project that relates to the study of public history, but they are not required to do so. Recent graduates and current students have expressed a desire to complete more coursework in public history as part of their degree program, feeling that such work will better prepare them for the job market and future careers. The proposed program will help to fulfill this need and provide additional training in areas currently underserved by the program. Working with the College of Business and the faculty and staff of the Collier Library will help students develop skills necessary to find success in a wide range of public history related positions. State and local entities have expressed interest and enthusiasm for the program, as it will help to produce graduates who will better fulfill their institutional needs.

### Societal Need

In *The Presence of the Past (1998)*, Roy Rosenzweig and David Thelan came to a number of important conclusions about how Americans relate to and understand the past. Rosenzweig and Thelan conducted a groundbreaking nationwide survey that clearly showed that Americans, despite often professing otherwise, did enjoy the study of history in certain settings. While Americans did not enjoy learning history in high school classrooms, a large percentage enjoyed learning history at historical sites and museums. In fact, 79.9 percent ranked museums as trustworthy sources of historical information, which is well above the 54.3 percent who ranked college professors as trustworthy sources, and 35.5 percent who ranked high school history teachers as trustworthy sources.

Fifty-six percent of respondents felt connected to the past in a museum setting, while only 27.8 percent felt connected to the past in a classroom. While the survey is now 16 years old, the sentiment is still the same. Students consistently rank history as one of their least favorite subjects in school. However, despite the economic downturn of the past half-decade, new historic sites and museums continue to open and older sites continue to draw in visitors. Many historic sites and museums have begun to explore the use of digital technology, including virtual exhibits and podcasts, to interest potential visitors. Smaller historic sites and museums, which in the past often had static displays of a collection, have realized the importance of rotating exhibits to keep visitors coming back. Sites and museums have begun engaging with the communities in which they are located in new and exciting ways, hosting events relevant to the surrounding community (who often have a very different past than the one commemorated in the museum), engaging in oral history projects, and working in creative ways with artists, architects, and designers to take history to the streets in the form of murals, sculptures, and other public art projects. Historic preservationists no longer focus all of their attention and energy on solely preserving exceptional examples of high-style architecture, which had kept their activities largely confined to preserving the history of the elite. Instead, they are working to recognize important trends in vernacular architectures, nominating neighborhoods made up of the housing of mill workers, slave quarters, and sites important to a diverse ethnic groups to the National Register of Historic Places.

History, as public historians practice it, is relevant to the communities they work in, however navigating the complex world of community collaboration and developing projects in a thoughtful and constructive manner takes training. As a result of this need for training, since the 1970s academic public history programs have appeared at colleges and universities across the country. Many programs offer concentrations, minors, or certificate programs with a generalist focus on public history. Others, like the one the Department of History and Political Science is proposing, are more focused programs in specific areas of public history, including oral history, conservation, museum education, historic preservation, and historical administration. These programs allow students to gain a focused skill set that they can take into their chosen subfield of public history. These focused programs are less numerous than the generalist programs. In fact, in the SREB area, only two other focused public history programs exist. Graduates from the University of North Alabama's program thus will help to fill a societal need for trained practitioners who can work with communities to better understand and preserve their history.

Based on UNA research on the employment market for graduates:

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Nation	1000	1000	1000	1000	1000	5000
SREB	250	250	250	250	250	1250
Alabama	50	50	50	50	50	250

**Student Demand:** In the fall of 2014, an interest survey regarding the proposed Master of Arts in Public History program was administered to all history majors and minors, public history minors, current M.A. students, students in upper-level history courses, and recent graduates of the Master of Arts in History program. A total of 96 responses were obtained to the ten-item questionnaire. The survey was administered in upper level undergraduate and graduate-level history classes. An online version of the survey was also distributed through Survey Monkey to reach those students and recent graduates who the in-class survey did not reach. Eighty-two surveys were completed in the in-class environment and 14 were completed in the online environment. The majority of the students surveyed were history majors (51 out of the 94 who answered the question, or 54 percent). Secondary education students who were pursuing a concentration in social science were the second largest group (24 out of 94, or 26 percent). The remaining students surveyed were majoring in a range of subjects, including political science, nursing, computer science, criminal justice, and geography. All respondents did not answer all of the questions.

The response to the survey was overwhelmingly positive. Of the 96 students who answered the question, 16 students (17 percent) said they would definitely apply for admission to a Master of Arts in Public History program and forty-one students (43 percent) said they would probably apply to the program. The remainder of students who answered the question, 41 percent said they would not apply. Given that 21 students polled are not history majors or history graduate students, this number is not surprising. In response to another question on the survey, which asked students to assess the need for a Master of Arts degree in Public History at UNA, of the 96 students who answered the question, only 6 (6 percent) of the respondents felt the need was small. 27 students (28 percent) felt the need for the program was moderate and 63 students (66 percent) felt the need for the program was great.

Forty-four students out of 93 who responded to another question (47 percent) felt that a Masters of Arts degree in Public History would significantly improve their ability to perform the job they currently hold or they are preparing for. Twenty-five students (27 percent) said that the program would somewhat improve their ability. Only 9 (10 percent) thought that it would not improve their ability at all. Forty students of 78 (51 percent) thought that a Master of Arts degree in Public History would significantly improve their prospects for career advancement and promotion; while 24 students (31 percent) thought the program would somewhat improve their prospects. Finally, only 7 (9 percent) thought the program would not help them at all in terms of career advancement and promotion.

Students commented that the program was a "great idea" and that it would "open the door to opportunities that a regular history degree cannot." Another student noted that "people come to college loving history but do not want to be teachers or academic historians and Public History would allow them to work with communities through history." Another student noted to suitability of the location for a program, stating "Florence has a rich cultural history which would prove extremely useful for students and would fill a much needed void in the Shoals area."

**Resources:**

Faculty: At present, no new faculty will be needed to fully implement this proposed program.

Current Primary Faculty—

Full-time: 1  
Part-time: 1

Support Faculty—

Full-time: 8  
Part-time: 1

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0  
Part-time: 0

Support Faculty—

Full-time: 0  
Part-time: 0

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

**Fellowships and Assistantships:** Currently, the department offers four assistantships for public history students annually. The assistantships currently provide for a stipend of \$9000 for the academic year and cover 9 hours of tuition per semester.

**Equipment:** No additional equipment is necessary for the proposed program.

**Facilities:** The Master of Arts in Public History program will be housed in Willingham Hall, which provides offices for all history department faculty. The classrooms in Bibb-Graves are sufficient to meet the demands of the program.

**Library:** Material requirements for public history will be comprised of both traditional history areas of research, in addition to areas of research pertaining to transmitting historical context to the public. Proper study in the field requires a wide spectrum of materials, retrospective and current monographic materials, periodicals, reference sources, and special collections. The breadth of public history creates a need for resources within various Library of Congress classification areas.

The proposed Master of Arts in Public History would benefit from great usage in the subject areas mentioned above, in addition to other areas of collecting within the libraries. The current collecting level for the subject areas listed above are 3bE (intermediate study or instructional support level) and 3cE (advanced study or instructional support level), depending on concentration, all with predominantly English language materials. These classifications are based on the NAAL Collection Assessment Guidelines.

Considering knowledge of the local collection and all of the data reviewed and outlined above, UNA's collection supporting a Master of Arts in Public History is assessed at the level 3cE, being a collection that provides resources adequate for imparting and maintaining knowledge about the primary and secondary topics of a subject area. The main attributor as the cause of the collection being assessed at this level is the fact that UNA Libraries are already collecting at the 3cE level due to the Master of Arts in History. UNA's collection, electronic access, and interlibrary loan possibilities provide excellent resources for this program.



ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, June 12, 2015

In order to fully support graduate work in public history, advancements should be made in areas with Library of Congress call numbers outside of general history, that are applicable to this area of study. An example detailed in this assessment is the call number range of AM, being the classification for Museums, Collectors and Collecting. The University of North Alabama libraries are fully committed to obtaining and supporting the information resources needed.

**Program Budget:** The proposal projected that \$57,200 will be required for the program in the first five years, and that \$192,400 will be available over the same period through tuition, extramural, and internal reallocation of funds.

**Attachment 3**

**University of North Alabama**  
**Master of Arts in Public History**  
Curriculum for the Proposed Master's Degree in Public History

**Historical Administration Concentration -Thesis Option**

**1. Fall Semester**

- a. HI 665 Public History (3)
- b. HI 611 (3) or HI 621 (3) (students choose a focus in United States or World History)
- c. Public History Elective (3)

**2. Spring Semester**

- a. HI 671 Musewn and Archival Administration (3)
- b. HI 612 (3) or HI622 (3) (students choose a focus in United States or World History)
- c. Public History Elective (3)

**3. Fall Semester**

- a. H1679 Internship (3)
- b. HI 695 Thesis (3)
- c. MG 585 Project Management (3), MG 624 Organizational Behavior (3), or MG 662 Non-Profit Marketing (3)

**4. Spring Semester**

- a. HI 695 Thesis (3)
- b. HI 515 Digital Collection Management (3)
- c. 699 Thesis Defense (0)
- d. 697 Portfolio (0)

**Historical Administration Concentration- Non-Thesis Option**

**1. Fall Semester**

- a. HI 665 Public History (3)
- b. HI 611 (3) or HI621 (3) (students choose a focus in United States or World History)
- c. Public History Elective (3)

**2. Spring Semester**

- a. HI 671 Musewn and Archival Administration (3)
- b. HI612 (3) or HI622 (3) (students choose a focus in United Sta1es or World History)
- c. Public History Elective (3)

**3. Fall Semester**

- a. HI 679 Internship (3)
- b. HI 640 (3)
- c. MG 585 Project Management (3), MG 624 Organizational Behavior (3), or MG 662 Non-Profit Marketing (3)

**4. Spring Semester**

- a. HI 640 (3)
- b. HI 515 Digital Collection Management (3)
- c. 698 Comprehensive Exam (0)
- d. 697 Portfolio (0)

**Historical Preservation Concentration -Thesis Option**

**1. Fall Semester**

- a. HI 665 Public History (3)
- b. HI 611 (3) or HI 621 (3) (students choose a focus in United States or World History)
- c. Public History Elective (3)

**2. Spring Semester**

- a. HI 670 Historic Preservation and Cultural Resource Management (3)
- b. HI 612 (3) or HI622 (3) (students choose a focus in United States or World History)
- c. HI 514 Historic Preservation: Fieldwork Methods (3)

**3. Fall Semester**

- a. HI 679 Internship (3)
- b. HI 695 Thesis (3)
- c. MG 585 Project Management (3), MG 624 Organizational Behavior (3), or MG 662 Non-Profit Marketing (3)

**4. Spring Semester**

- a. HI 695 Thesis (3)
- b. Public History Elective (3)
- c. HI 699 Thesis Defense (0)
- d. HI 697 Portfolio (0)

**Historic Preservation Concentration- Non-thesis option**

**1. Fall Semester**

- a. HI 665 Public History (3)
- b. HI 611 (3) or HI 621 (3) (students choose a focus in United States or World History)
- c. Public History Elective (3)

**2. Spring Semester**

- a. HI 670 Historic Preservation and Cultural Resource Management (3)
- b. HI 612 (3) or HI 622 (3) (students choose a focus in United States or World History)
- c. HI 514 Historic Preservation: Fieldwork Methods (3)

**3. Fall Semester**

- a. HI 679 Internship (3)
- b. HI 640 (3)
- c. MG 585 Project Management (3), MG 624 Organizational Behavior (3), or MG 662 Non-Profit Marketing (3)

**4. Spring Semester**

- a. HI 640 (3)
- b. Public History Elective (3)
- c. HI 698 Comprehensive Examination (0)
- d. HI 697 Portfolio (0)

DECISION ITEM A-6: Lawson State Community College, Associate in Applied Science and Certificate in Media Production (CIP 10.0202)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** This program is designed to produce media production personnel for the film, video and audio industries. Students graduating and completing a program in Media Production at the certificate and associate degree level are expected to be able to do the following:

- Analyze theory and techniques of media pre-production, production and post-production.
- Plan and prepare for the production of media projects.
- Collect raw footage using digital, high definition video cameras.
- Edit footage using digital, non-linear video editing software.
- Complete a media project from start to finish - from the pre-production phase through to the completed post-production stage.
- Export completed digital video projects to file and upload files to the world wide web.
- Develop and design DVD menus and author and burn completed video projects to DVD.
- Work as a collaborative member of a media production crew.
- Set up and execute a basic 4-point and 3-point lighting situation.
- Demonstrate an understanding of the set-up of a typical radio station, including detailed knowledge of a station audio console.
- Summarize basic principles, rules and concepts related to media production.
- Understand all roles and responsibilities of a film production crew.
- Demonstrate appropriate problem-solving techniques in addressing management and logistical problems.
- Demonstrate knowledge of the exhibition phase of production and an understanding of the role of film festivals.
- Understand the industry standard scriptwriting format and be able to complete a properly formatted short form screenplay.
- Apply basic knowledge of the Macintosh computer operating system.
- Demonstrate the ability to properly compose emails and produce production materials such as Excel spreadsheets and Word documents.
- Apply knowledge of all basic grip equipment.
- Possess knowledge of basic media production terms.
- Outline the legal responsibilities of a media Producer/film production.
- Apply office procedures and forms necessary to successfully produce a media project.
- Apply relevant job search skills.
- Demonstrate the ability to communicate with a crew in the role of Director and Producer.
- Apply basic knowledge of the basic rules of film continuity.
- Demonstrate knowledge of film, audio and media history.

**Role:** Approval of the proposed program will expand Lawson's academic subdivision grouping "Communications" to the Associate in Applied Science (AAS) level.

**Mode of Delivery:** The Media Production degree program will incorporate online course delivery when applicable. Numerous media production courses require hands-on instruction (and related lab contact hours) which must be delivered on campus. However, when appropriate, coursework

in traditional classes will be delivered online. Additionally, two to four media production courses will offer online sections. Currently two courses (MCM100 and MCM102) related to the Media Production program are offered fully online. All media production courses currently have online components and requirements. These online components and requirements are designed to increase student engagement, student and instructor use of technology, and to incorporate flexibility and convenience for students.

**Similar Programs:** Currently existing postsecondary media production programs in the State of Alabama are minimal, reside outside of Birmingham (and its surrounding areas) and do not offer the focus on modern, digital, high definition production, field production and nonlinear editing that Lawson State Media Production/RTV currently offers (short certificate) and intends to expand upon.

**Collaboration:** Collaboration is planned with those Alabama K-12 school system institutions that have media production/radio & TV broadcasting programs to support articulation of secondary students from their programs. The collaboration with the K-12 schools will include dual enrollment opportunities. Collaboration with Alabama 4-year colleges and universities with media production related majors is also expected, identifying and possibly facilitating possible transfer opportunities is planned.

Collaboration with post-secondary media production programs is not currently anticipated, because post-secondary media production programs in the State of Alabama are minimal. However, should future benefits regarding such collaboration become apparent, the Lawson State Media Production program would be willing to participate with other programs in positive and mutually beneficial ways.

**Resources:** The proposal projected that \$84,300 will be required for the program in the first five years, and that \$134,100 will be available over the same period through tuition, internal reallocations, and extramural sources.

**Public Review:** The program was posted on the Commission website from April 6 until April 26 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. There appears to be sufficient funds available for the proposed program.
2. Media Production related job opportunities are anticipated based on the recent acceptance of Alabama film incentive offerings. The recent Alabama Entertainment Industry Incentive Act, passed in March, 2009, has led to an increased demand for skilled workers in the field of media production in the State of Alabama.
3. Birmingham, being the largest city in the State of Alabama and the most easily accessible via air transportation, is the most likely destination for out-of-state media production units and the establishment of temporary and permanent production offices. Media Production training at the associates degree level is, therefore, especially necessary in the City of Birmingham.
4. The increased number of channels (in television, cable television, terrestrial radio and satellite radio), in addition to Internet avenues such as Netflix, Hulu, YouTube and others, as well as company/organization website development, all require a large amount of content creation, leading to an increase in job demand in the field of media production. This fact, combined with an increase in image quality and simultaneous decrease in cost of professional video production equipment, video editing equipment and software has led businesses/companies/corporations to establish in-house production units.

DECISION ITEM A-6: Lawson State Community College, Associate in Applied Science and Certificate in Media Production (CIP 10.0202)

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

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Media Production 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 June 12, 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 2015-16 through 2019-20 (five-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Lawson State Community College 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. Lawson State Community College program proposal, received March 19, 2015. 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 Lawson State Community College

PROGRAM Associate in Applied Science and Certificate in Media Production (CIP 10.0202)

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY	\$0	\$0	\$4,200	\$6,800	\$10,500	\$21,500
LIBRARY	\$0	\$0	\$1,000	\$1,000	\$500	\$2,500
FACILITIES	\$0	\$0	\$1,000	\$8,000	\$10,000	\$19,000
EQUIPMENT	\$0	\$5,000	\$6,000	\$10,000	\$8,000	\$29,000
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$1,200	\$1,200	\$2,200	\$2,200	\$6,800
OTHER	\$0	\$1,000	\$1,500	\$1,500	\$1,500	\$5,500
<b>TOTAL</b>	<b>\$0</b>	<b>\$7,200</b>	<b>\$14,900</b>	<b>\$29,500</b>	<b>\$32,700</b>	<b>\$84,300</b>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$0	\$1,000	\$2,000	\$3,000	\$4,000	\$10,000
EXTRAMURAL	\$6,000	\$6,800	\$8,000	\$9,000	\$11,000	\$40,800
TUITION	\$12,300	\$13,000	\$15,000	\$20,000	\$23,000	\$83,300
<b>TOTAL</b>	<b>\$18,300</b>	<b>\$20,800</b>	<b>\$25,000</b>	<b>\$32,000</b>	<b>\$38,000</b>	<b>\$134,100</b>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	15	20	23	25	19
NEW ENROLLMENT HEADCOUNT	8	5	5	4	3	5
						5-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	5	7	9	9	10	8



**Attachment 2**  
**Lawson State Community College**  
**Associate in Applied Science in Media Production**

Course #	Course Title	Credit Hours
First Semester		
ORI101	Orientation to College	1
*RTV 101	Introduction To Broadcasting	3
*RTV119	Video Production I	3
*RTV120	Media Post Production I	3
ENG101	English Composition	3
SPH107	Speech	3
	<b>Total First Semester</b>	<b>16</b>
Second Semester		
MTH100	Intermediate Mathematics	3
CIS146	Microcomputer Application	3
*RTV118	Media Pre-Production	3
*RTV219	Video Production II	3
*MCM100	Introduction To Mass Communications	3
*RTV115	Audio Production I	3
	<b>Total Second Semester</b>	<b>18</b>
Summer Semester		
*RTV153	Practicum In Television/Video I	3
*RTV268	Special Topics In Media	3
	<b>Total Summer Semester</b>	<b>6</b>
Third Semester		
*MCM102	Writing for the Mass Media	3
ART100	Art Appreciations	3
BIO101	General Biology	4
*RTV220	Media Post Production II	3
*RTV125	Digital Photography Foundation	3
	<b>Total Third Semester</b>	<b>16</b>
Fourth Semester		
*RTV191	Internship In TV Or Radio Broadcasting	3
PSY200	General Psychology	3
*RTV215	Audio Production II	3
*RTV154	Practicum In Television/Video I	3
RDG114	College Reading	3
MUS114	Music Appreciation	3
	<b>Total Fourth Semester</b>	<b>18</b>
<b>Total Hours (74 credit hours)</b>		
*Required Courses		

**Lawson State Community College  
Certificate in Media Production**

Course#	Course Title	Credit Hours
First Semester		
ORI101	Orientation to College	1
*RTV 118	Media Pre-Production	3
*RTV119	Video Production I	3
*RTV120	Media Post Production I	3
ENG101	English Composition	3
	<b>Total First Semester</b>	<b>13</b>
Second Semester		
MTH100	Intermediate Mathematics	3
CIS146	Microcomputer Application	3
*RTV219	Video Production II	3
*MCM100	Digital Photo Foundation	3
*RTV115	Audio Production I	3
	<b>Total Second Semester</b>	<b>15</b>
Third Semester		
SPH107	Speech	3
RTV215	Audio Production II	3
*RTV220	Media Post Production II	3
*RTV268	Special Topics In Media	3
	<b>Total Third Semester</b>	<b>12</b>
<b>Total Hours (40 credit hours)</b>		
*Required courses		

**Lawson State Community College  
Short Certificate in Media Production**

Course #	Course Title	Credit Hours
First Semester		
ORI101	Orientation to College	1
*RTV120	Media Post Production I	3
*RTV119	Video Production I	3
*RTV219	Audio Production I	3
*RTV118	Media Pre-Production	3
	<b>Total First Semester</b>	<b>13</b>
Second Semester		
*RTV220	Media Post Production II	3
*RTV219	Video Production II	3
*RTV219	Audio Production II	3
*RTV268	Special Topics In Media	3
*RTV125	Digital Photography Foundation	3
	<b>Total Second Semester</b>	<b>15</b>
<b>Total Hours (28 credit hours)</b>		
*Required Courses		

DECISION ITEM A-7: Wallace State Community College (Selma), Associate in Applied Science and Certificate in Health Information Technology (CIP 51.0707)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** This program will prepare individuals to construct medical records and clinical databases, perform manipulations on retrieved data, control the security and quality of records, and supervise data entry and technical maintenance personnel. Health Information Technology (HIT) includes medical coding, health office administration, and variety of applications related to computerized medical records. Prospective students are provided with a myriad healthcare career opportunities that combine healthcare and technology. It important to note that all healthcare establishments require personnel to maintain the facility's medical records.

**Role:** The proposed program is not within the instructional role recognized by the Commission for Wallace State Community College (Selma) (WCCS). Approval of the proposed program will expand WCCS the academic subdivision grouping "Health Related Professions" to the Certificate and Associate in Applied Science (AAS) level.

**Mode of Delivery:** Most courses will be taught in a traditional face-to-face format, with most classes offered in a computer-equipped classroom to facilitate appropriate interactive learning by the students. It should be noted that the academic courses required, are offered in the traditional face-to-face method and distance learning method.

**Similar Programs:** Three other Health Information Technology (HIT) Associate Degree programs exist in the Alabama Community College System at CIP 51.0707. The programs are at: Bishop State Community College, Reid State Technical College, and Shelton State Community College. There are no other similar programs available at other institutions in the State of Alabama.

**Collaboration:** WCCS has collaborated with Wallace State in Hanceville, Bishop State in Mobile, and Shelton State in Tuscaloosa about the curriculum and graduate employment rate. WCCS is amenable to examining other collaborations as well.

**Resources:** The proposal projected that \$652,000 will be required for the program in the first five years, and that \$677,150 will be available over the same period through tuition.

**Public Review:** The program was posted on the Commission website from April 6 until April 26 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

- There appears to be sufficient funds available for the proposed program.
- According to the U. S. Bureau of Labor Statistics, Employment of medical records and health information technicians is expected to increase by 21 percent from 2010 to 2020, faster than the average of all occupations.
- Twenty-one medical facilities were surveyed by WCCS and 8 facilities reported a high demand and 11 reported a moderate demand for HIT personnel who possess the skills acquired in such a program.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, June 12, 2015

- A total of 75 WCCS students responded to a survey regarding the proposed program. Of those responding, 92 percent would support or attend a HIT program in Selma and 92 percent would attend or encourage attendance in a HIT Program at Wallace Community College Selma.

DECISION ITEM A-7: Wallace State Community College (Selma), Associate in Applied Science and Certificate in Health Information Technology (CIP 51.0707)

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

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Health Information Technology (CIP 51.0707) 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 June 12, 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 22, 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 11, 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.

Wallace State Community College (Selma) 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. Wallace State Community College (Selma) program proposal, received March 19, 2015. 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 Wallace State Community College (Selma)

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

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY	\$130,000	\$130,000	\$130,000	\$130,000	\$130,000	\$650,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$2,000	\$0	\$0	\$0	\$0	\$2,000
TOTAL	\$132,000	\$130,000	\$130,000	\$130,000	\$130,000	\$652,000

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$10	\$0	\$0
TUITION	\$61,766	\$152,064	\$154,440	\$154,440	\$154,440	\$677,150
TOTAL	\$61,766	\$152,064	\$154,440	\$154,440	\$154,440	\$677,150

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	15	37	44	44	44	37
NEW ENROLLMENT HEADCOUNT	15	24	24	24	24	22 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	9	11	11	11	11



**Attachment 2**

**Wallace State Community College (Selma)  
 Associate in Applied Science**

**Associate in Applied Science (AAS) Degree Curriculum Display by Semester**

Prefix #	First Term Courses	Theory	Lab	Clinical	Credit	Contact
MTH 116 OR MTH 100	Math Applications OR Intermediate College Algebra	3	0	0	3	3
BIO 201	Anatomy & Physiology I	3	1	0	4	5
ENG 101	English Composition I	3	0	0	3	3
CIS 146**	Computer Applications	3	0	0	3	3
HIT 110 or OAD211	Medical Terminology	3	0	0	3	3
	<b>TOTAL</b>	<b>15</b>	<b>1</b>	<b>0</b>	<b>16</b>	<b>17</b>

**Semester Total = 16 SH**

*\*\*Typing proficiency is a prerequisite. Students should take OAD 101 Beginning Keyboarding if not proficient in typing.*

Prefix #	Second Term Courses	Theory	Lab	Clinical	Credit	Contact
BIO 202	Anatomy and Physiology II	3	1	0	4	5
HIT 111	Diagnostic & Pharmacology	2	0	0	2	2
HIT 115	Pathophysiology & Pharmacology for HIT	4	0	0	4	4
HIT 130	Classification & Reimbursement	3	0	0	3	3
HIT 131	Classification Skills Laboratory	0	2	0	1	2
HIT 151	Health Data Content & Structure	3	0	0	3	3
HIT 152	Skills Development Laboratory I	0	2	0	1	2
	<b>TOTAL</b>	<b>15</b>	<b>5</b>	<b>0</b>	<b>18</b>	<b>21</b>

**Semester Total = 18 SH**

\*Prerequisite Required

Prefix #	Third Term Courses	Theory	Lab	Clinical	Credit	Contact
HIT 134	HIT Legal & Ethical Issues	3	0	0	3	3
HIT 153	Health Care Delivery Systems	2	0	0	2	2
HIT 158	Introduction to Clinical Environment	1	0	0	1	1
HIT 160	HIT Clinical Practice I	0	0	3	1	3
HIT 221	HIT Computer Applications	2	0	0	2	2
HIT 222	HIT Computer Applications Laboratory	0	2	0	1	2
HIT 230	Medical Coding Systems I	3	0	0	3	3
HIT 231	Medical Coding Skills Laboratory I	0	2	0	1	2
	<b>TOTAL</b>	<b>11</b>	<b>4</b>	<b>3</b>	<b>14</b>	<b>21</b>

**Semester Total = 14 SH**

\*Prerequisite Required

Prefix #	Fourth Term Courses	Theory	Lab	Clinical	Credit	Contact
HIT 232*	Medical Coding Systems II	3	0	0	3	3
HIT 292*	HIT Exam Review	2	0	0	2	2
HIT 296*	Professional Practice	0	4	0	2	4
SPH 106 OR SPH 107	Fund. of Oral Communication OR Fund. of Public Speaking	3	0	0	3	3
	Humanities/Fine Arts Elective	3	0	0	3	3
	Social Science Elective	3	0	0	3	3
	<b>TOTAL</b>	<b>14</b>	<b>4</b>	<b>0</b>	<b>16</b>	<b>18</b>

**Semester Total = 16 SH**

\*Prerequisite Required

**AAS Degree Program Total = 64 SH**

**Wallace State Community College (Selma)  
 Certificate**

**CERTIFICATE  
 Curriculum Display by Semester**

Prefix #	First Term Courses	Theory	Lab	Clinical	Credit	Contact
MTH 116 OR MTH 100	Math Applications OR Intermediate College Algebra	3	0	0	3	3
BIO 201	Anatomy & Physiology I	3	1	0	4	5
ENG 101	English Composition I	3	0	0	3	3
CIS 146**	Computer Applications	3	0	0	3	3
HIT 110 or OAD211	Medical Terminology	3	0	0	3	3
<b>TOTAL</b>		<b>15</b>	<b>1</b>	<b>0</b>	<b>16</b>	<b>17</b>

Semester Total = 16 SH

\*\*Typing proficiency is a prerequisite. Students should take OAD 101 Beginning Keyboarding if not proficient in typing.

Prefix #	Second Term Courses	Theory	Lab	Clinical	Credit	Contact
BIO 202	Anatomy and Physiology II	3	1	0	4	5
HIT 111	Diagnostic & Pharmacology	2	0	0	2	2
HIT 115	Pathophysiology & Pharmacology for HIT	4	0	0	4	4
HIT 130	Classification & Reimbursement	3	0	0	3	3
HIT 131	Classification Skills Laboratory	0	2	0	1	2
HIT 151	Health Data Content & Structure	3	0	0	3	3
HIT 152	Skills Development Laboratory I	0	2	0	1	2
<b>TOTAL</b>		<b>15</b>	<b>5</b>	<b>0</b>	<b>18</b>	<b>21</b>

Semester Total = 18 SH

\*Prerequisite Required

Prefix #	Third Term Courses	Theory	Lab	Clinical	Credit	Contact
HIT 134	HIT Legal & Ethical Issues	3	0	0	3	3
HIT 153	Health Care Delivery Systems	2	0	0	2	2
HIT 158	Introduction to Clinical Environment	1	0	0	1	1
HIT 160	HIT Clinical Practice I	0	0	3	1	3
HIT 221	HIT Computer Applications	2	0	0	2	2
HIT 222	HIT Computer Applications Laboratory	0	2	0	1	2
HIT 230	Medical Coding Systems I	3	0	0	3	3
HIT 231	Medical Coding Skills Laboratory I	0	2	0	1	2
<b>TOTAL</b>		<b>11</b>	<b>4</b>	<b>3</b>	<b>14</b>	<b>21</b>

Semester Total = 14 SH

\*Prerequisite Required

Prefix #	Fourth Term Courses	Theory	Lab	Clinical	Credit	Contact
HIT 232*	Medical Coding Systems II	3	0	0	3	3
HIT 292*	HIT Exam Review	2	0	0	2	2
HIT 296*	Professional Practice	0	4	0	2	4
<b>TOTAL</b>		<b>5</b>	<b>4</b>	<b>0</b>	<b>7</b>	<b>12</b>

Semester Total = 7 SH

\*Prerequisite Required

**Total Hours for a CERTIFICATE is 55.**

DECISION ITEM A-8: Faulkner State Community College, Associate in Applied Science in Animation, Interactive Technology, Video Graphics & Visual Effects (CIP 10.0304)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** This program (marketing name, 3D Animation and Visual Effects / CGI) encompasses all main techniques used in the process of creating Computer Graphic Imagery and visual effects for film and publicity. The emphasis is put in understanding and mastering the technical aspects of this process and is dedicated to produce a strong visual portfolio through various challenging projects.

The program will enable students to reach the following goals and objectives:

- Master the theoretical and practical fundamentals of 3D creation within a professional context.
- Contribute to the conceptual and visual richness of a 3D creation project.
- Understand the artistic theories and techniques.
- Develop a work methodology that is adapted to the particularities of a 3D creation project.
- Distinguish and integrate technologies in order to perfect the creation process.

**Role:** Approval of the proposed program will expand Faulkner's academic subdivision grouping "Communications" to the Associate in Applied Science (AAS) level.

**Mode of Delivery:** The courses will be taught as hybrids with both classroom instruction and distance education technology used. The Blackboard learning system will be utilized for delivery for remote learning experiences. All courses will be taught on site at the Fairhope Campus location. Live video interaction with instructors from the National Animation and Design Center (NAD) in Montreal, Canada will be utilized to assist students with project creation and delivery.

**Similar Programs:** The institution researched four in-state, public institutions (UNA, UA, AU, and USA) and found that their programs were different from the program that FSC is currently proposing. The other programs emphasize film, graphic design, and art but did not highlight the technology medium that the 3D Animation and Visual Effects / CGI program demonstrates. Representatives from the University of South Alabama visited FSC current Certificate Program and confirmed that their offerings do not mirror FSC program.

**Collaboration:** As a result of the meeting discussed directly above, USA officials are working to add a minor that will allow their students to attend classes in the summer at FSC in order to complete the minor requirements. Classes will be taught by both FSC and National Animation and Design Center (NAD) in Montreal, Canada instructors. Faulkner State is working collaboratively with The University of Quebec, NAD Center located in Montreal, Canada to facilitate an international partnership with experts in this field.

**Resources:** The proposal projected that \$543,556 will be required for the program in the first five years, and that \$2,309,260 will be available over the same period through tuition, internal reallocations, and extramural sources. The extramural funds are derived from: Perkins Funds; Workforce Development Grants; and the local budget.

**Public Review:** The program was posted on the Commission website from April 6 until April 26 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. There appears to be sufficient funds available for the proposed program, by a ratio of greater than 4 to 1.
2. A survey of Baldwin County Public School System, grades 10-12 from the seven high schools, indicated that 30 percent of the respondents (N = 201), stated they were excited about this type of career option if the program was offered. The surveys were distributed through Faulkner State Community College's Career Coach and through the Baldwin County Public School's College Day.
3. According to the most recent data provided by the U.S. Department of Labor's O\*Net website, growth in multi-media related fields, which includes animators, graphic designers, and project production artists, is projected to increase at a much faster rate than other occupations and at a minimum of a 7 percent increase. The data also projects that an additional 32,600 (nationally) and 3,710 (In-State) related jobs would be needed over the ten-year span between 2012 and 2022. The largest need will be concentrated within the Graphic Design area.

**DECISION ITEM A-8:** Faulkner State Community College, Associate in Applied Science in Animation, Interactive Technology, Video Graphics & Visual Effects (CIP 10.0304)

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

**Staff Recommendation:** That the Commission approve the proposed Associate in Applied Science in Animation, Interactive Technology, Video Graphics & Visual Effects (CIP 10.0304) 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 June 12, 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 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 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.

Faulkner State Community College (FSC) 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. Faulkner State Community College program proposal, received March 19, 2015. 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	Faulkner State Community College
PROGRAM	Associate in Applied Science in Animation, Interactive Technology, Video Graphics & Visual Effects (CIP 10.0304)

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY	\$62,500	\$112,764	\$112,764	\$112,764	\$112,764	\$513,556
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000	\$30,000
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$72,500</b>	<b>\$117,764</b>	<b>\$117,764</b>	<b>\$117,764</b>	<b>\$117,764</b>	<b>\$543,556</b>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$25,000	\$45,746	\$65,000	\$65,000	\$65,000	\$265,746
EXTRAMURAL	\$96,614	\$110,900	\$0	\$0	\$0	\$207,514
TUITION	\$204,000	\$408,000	\$408,000	\$408,000	\$408,000	\$1,836,000
<b>TOTAL</b>	<b>\$325,614</b>	<b>\$564,646</b>	<b>\$473,000</b>	<b>\$473,000</b>	<b>\$473,000</b>	<b>\$2,309,260</b>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	8	11	11	15	11
NEW ENROLLMENT HEADCOUNT	8	4	4	5	5	5
						5-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	8	8	8	8	8

**Attachment 2**  
**Faulkner State Community College**  
**Animation, Interactive Technology, Video Graphics & Visual Effects**  
**(Marketing name, 3D Animation and Visual Effects / CGI)**  
**Proposed Associate in Applied Science (AAS) Degree Plan and Course Rotation by Semester**

**Area I: Written Composition (3)**

ENG101 – English Composition I ..... 3

**Area II: Humanities and Fine Arts (6)**

ART175 – Digital Photography ..... 3

ART275 – Advanced Digital Photography ..... 3

ART299C – Art Portfolio ..... 3

ART121 – Two Dimensional Composition I ..... 3

**Area III: Natural Science and Mathematics (9)**

CIS292 – Special Topics (Python Programming) ..... 2

MTH118 – Technical Mathematics ..... 3

PHY120 – Introduction to Physics ..... 4

**Area IV: History, Social, and Behavioral Sciences**

HIS 201 – US History I.....3

**Area V: Technical Concentration, and Electives (48)**

CAP101 – CGI Software Basics ..... 3

CAP102 – Compositing Basics ..... 3

CAP103 – Computer Graphics History ..... 3

CAP121 – CGI Animation ..... 3

CAP122 – Storytelling and Revisualization Process | Project ..... 5

CAP123 – CGI Shading, Lighting and Rendering ..... 3

CAP201 – Simulation and Particles Effects ..... 3

CAP202 – Live Action and Integration Project ..... 5

CAP203 – Advanced Compositing ..... 3

CAP204 – Advanced Modeling ..... 2

CAP221 – Final Project ..... 6

CAP222 – Specialization Field (Animation or Modeling) ..... 3

CAP223 – Visual Effects Process ..... 3

CAP224 – Digital Environment ..... 3

**Total Hours** ..... 75



**AAS Course Rotation**

**Semester 1:**

ENG101 – English Composition I .....	3
ART175 – Digital Photography .....	3
ART299C – Art Portfolio.....	3
ART121 – Two Dimensional Composition I .....	3
HIS 201 – United States History I.....	3

**Semester 2:**

ART275 – Advanced Digital Photography .....	3
CAP101 – CGI Software Basics .....	3
CAP102 – Compositing Basics .....	3
CAP103 – Computer Graphics History .....	3
MTH118 –Technical Mathematics or higher .....	3

**Semester 3:**

PHY120 – Introduction to Physics .....	4
CAP121 – CGI Animation .....	3
CAP122 – Storytelling and Revisualization Process   Project .....	5
CAP123 – CGI Shading, Lighting and Rendering.....	3

**Semester 4:**

CIS292 – Special Topics (Python Programming) .....	2
CAP201 – Simulation and Particles Effects.....	3
CAP202 – Live Action and Integration Project.....	5
CAP203 – Advanced Compositing.....	3
CAP204 – Advanced Modeling .....	2

**Semester 5**

CAP221 – Final Project.....	6
CAP222 – Specialization Field (Animation or Modeling) .....	3
CAP223 – Visual Effects Process .....	3
CAP224 – Digital Environment .....	3

<b>Total Hours</b> .....	<b>75</b>
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DECISION ITEM A-9: Auburn University at Montgomery, Bachelor of Science in Geographic Information Systems (CIP 45.0702)

### **EXECUTIVE SUMMARY**

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

**Program Description:** The proposed Bachelor of Science in Geographic Information Systems (BSGIS) program is intended to be a four-year professional science degree specifically to prepare students for appointments in government or the private sector and for acceptance into graduate degree programs where geospatial expertise is beneficial. It is anticipated that graduates will be placed in technical positions in business, government, and industry.

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

**Mode of Delivery:** According to the proposal, AUM currently offers all required courses in the proposed program as distance learning classes. The proposed elective, Technologies for Geographic Information Systems, by nature, must be offered as a traditional course.

**Similar Programs:** Currently, there are no other programs located at CIP 45.0702.

**Collaboration:** Since no similar program exists in the state, no collaborations are being sought at this time.

**Resources:** The proposal projected that a total of \$449,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$1,416,960 will be available through tuition.

**Public Review:** The program was posted on the Commission website from April 6 through April 26 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. There are no other institutions offering programs at CIP 45.0702 in the Academic Program Inventory.
2. According to AUM officials, the approval of this program would position the institution as the only southeastern university offering an undergraduate degree in Geographic Information Systems.

**DECISION ITEM A-9:** Auburn University at Montgomery, Bachelor of Science in Geographic Information Systems (CIP 45.0702)

**Staff Presenter:** Ms. Margaret Pearson  
Academic Program Review Analyst

**Staff Recommendation:** That the Commission approve the proposed Bachelor of Science in Geographic Information Systems.

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 June 12, 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 17, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2019-20 (two-year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

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

**Supporting Documentation:**

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University at Montgomery program proposal, dated March 20, 2015. Available upon request.

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

**Attachment 1**

INSTITUTION Auburn University at Montgomery

PROGRAM Bachelor of Science in Geographic Information Systems (CIP 45.0702)

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY	\$53,500	\$53,500	\$107,000	\$107,000	\$107,000	\$428,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$3,500	\$0	\$3,500	\$0	\$0	\$7,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$4,000	\$2,000	\$4,000	\$2,000	\$2,000	\$14,000
TOTAL	\$61,000	\$55,000	\$114,500	\$109,000	\$109,000	\$449,000

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$88,560	\$194,832	\$301,104	\$407,376	\$425,088	\$1,416,960
TOTAL	\$88,560	\$194,832	\$301,104	\$407,376	\$425,088	\$1,416,960

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	22	34	46	48	32
NEW ENROLLMENT HEADCOUNT	10	15	15	20	25	17 2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	6	12	9

## Attachment 2

### Summary of Background Information

Bachelor of Science in Geographic Information Systems  
Auburn University at Montgomery

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

**Program Description:** The proposed program is intended to be a four-year professional science degree specifically to prepare students for appointments in government or the private sector and for acceptance into graduate degree programs where geospatial expertise is beneficial. It is anticipated that graduates will be placed in technical positions in business, government, and industry.

Graduates of the proposed program will offer a unique skill set in a rapidly growing local, state, regional, and national market. Geographic Information Systems (GIS) finds applications in a variety of governmental and private sector environments. Students in the proposed program will receive technical training in all major geospatial software applications. The broadened scope of the proposed program is unique in that a large majority of competitive programs elsewhere in the country offer only limited exposure to a single GIS technology. In Alabama, there are several different applications used: Intergraph GeoMedia Professional 2014, Intergraph GeoMedia Grid, Intergraph GeoMedia 3D, Intergraph GeoMedia Image, ESRI ArcGIS, Python Script, ESRI ArcScene, ESRI ArcPad, Trimble Pathfinder Office, Trimble TerraSYNC, ENVI 5.0, ERDAS Imagine, Hexagon PC dms Reshaper, Rapidworks, SPSS, and Leica survey software. The proposed program will provide exposure to all of the applications. AUM anticipates many students will enter the program with interests in a variety of disciplines and will become specialists in these fields.

The learning goals of the program are summarized here. Students completing the program will be able to:

- collect, organize, and analyze spatial data using field and laboratory techniques;
- assess, understand, and use the rapidly expanding body of literature devoted to spatial data analysis and the application of geographic technologies;
- apply geographic information systems and technologies creatively in real-world settings to answer questions about spatial patterns and processes;
- demonstrate an understanding of geospatial principles and practices;
- demonstrate a working knowledge of several geospatial technologies and GIS-related tools used in implementing geospatial analyses; and
- collect, store, access, and use geospatial data.

General outcomes for the proposed program include the following:

- collect, organize, and analyze spatial data using field and laboratory techniques;
- assess, understand, and use the rapidly expanding body of literature devoted to spatial data analysis and the application of geographic technologies;
- apply geographic information systems and technologies creatively in real-world settings to answer questions about spatial patterns and processes;

- demonstrate an understanding of geospatial principles and practices;
- demonstrate a working knowledge of several geospatial technologies and GIS-related tools used in implementing geospatial analyses;
- collect, store, access, and use geospatial data;
- understand the ethical and legal issues associated with the use and accuracy of geospatial data;
- complete a GIS project (Depending on the student's interest, this project may be focused and in-depth or general in scope); and
- assemble geospatial information in a clear and professional manner.

Program Assessment:

According to the proposal, the director of the proposed program will oversee student progress and completion of requirements for the degree. Both director and GIS faculty will aid students in the transition to graduate student status and encourage students to pursue a professional career. The director and faculty will oversee programmatic assessment. BSGIS faculty and administration will monitor student enrollment and graduation rates.

Course evaluations will be collected and reviewed for each course in the proposed program, both core and electives. The results of this practice will help faculty to assess and improve courses along with overall program delivery and assist with the assessment of individual student progress, and help faculty with revisions of courses and program delivery

Exit surveys and interviews with students at the end of their residency in the proposed program will also assist in the improvement of course content and delivery. Alumni surveys will determine the long-term success of graduates, particularly in relationship to employment status and professional development.

**Administration:** The program will be administered by Dr. Keivan Deravi, College of Public Policy and Justice, Dean; and the Department Sociology, Anthropology, and Geography, Dr. Terance L. Winemiller, 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 information in the proposal, there is no specialized accreditation for the proposed program.

**Curriculum:** The following new course will be added to the proposed program - GEOG 3440 Technologies for Data Collection in GIS with Lab – 4 semester hours.

Program Completion Requirements

Credit hours required in major: 46 semester hours (sh)

Credit hours required in minor (if applicable): 12 sh

Credit hours in institutional general education or core curriculum: 54 sh

Credit hours in required or free electives: 11 sh

Total credit hours required for completion: 123 sh

**Collaboration:** Since no similar program exists in the state, no collaborations are being sought at this time.

**Distance Education:** According to the proposal, AUM currently offers all required courses in the proposed GIS program as distance learning classes. The proposed elective, Technologies for GIS, by nature, must be offered as a traditional course.

**Admissions:** Any regularly admitted AUM undergraduate student will be eligible for the proposed program. Admission requirements for new freshmen include a minimum high school GPA of 2.3 or higher and a minimum composite ACT score of 18 or SAT score of 860 (excluding the writing portion). Transfer students must have completed 24 or more hours of college level credit at an accredited institution(s) with at least a 2.00 on all GPA hours (all graded hours) from all colleges or institutions attended.

**Need:** There are no other institutions currently offering a program under CIP code 45.0702. The proposed program would be unique in the state and neighboring states. Approval of the proposed program would position AUM as the only southeastern university offering an undergraduate degree in Geographic Information Systems.

In the last decade, Geographic Information Systems programs have grown substantially on the graduate level (Hanover Research, September 2013). Information from the Bureau of Labor Statistics (BLS), indicate that entry level jobs in GIS typically require a bachelor's degree ([bls.gov/ooh/life-physical-and-social-science/geographers.htm](http://bls.gov/ooh/life-physical-and-social-science/geographers.htm)). Further, the BLS projects faster than average growth in the labor market demand both nationally and regionally—22.2 percent growth nationally.

**Student Demand:** AUM officials estimated enrollment projections using current national enrollment and completions trends. According to the proposal, nationally since 2003, 70 four-year institutions have reported awarding GIS degrees or certificates. In 2012, 22 institutions awarded degrees at the bachelor's level and 19 institutions awarded degrees at the master's level. In the same year, 16 institutions awarded certificates below the baccalaureate level and 26 institutions awarded certificates above the baccalaureate level. Only two institutions awarded GIS doctorates in 2012.

**Faculty:**

Current Primary Faculty—

Full-time: 2  
Part-time: 1

Support Faculty—

Full-time: 1  
Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 2  
Part-time: 0

Support Faculty—

Full-time: 0  
Part-time: 0

AUM currently has a longstanding geographer position that has been budgeted for regardless of the outcome of this proposal. A search is underway and it is expected that the new hire will be a full-time faculty member supporting the BSGIS program.

**Support Faculty:** According to officials at AUM, the administrative associate will handle basic administrative support for Sociology, Anthropology, and Geography. The AUM Geospatial Research Laboratory Associate will accomplish a portion of the lab management

**Equipment:** Existing instruments and equipment will satisfy the needs of the proposed program at this time.

**Facilities:** According to the proposal, AUM has committed funds to renovate the Geospatial Research and Education Laboratory. All field data collection equipment has been purchased or is



currently owned. Software licenses for all software used for education and research purposes are licensed on 28 desktops in the teaching lab.

**Library:** The AUM Library currently has the resources to support this program. Library assessments, in accordance with procedures outlined in the Collection Assessment Manual of the Network of Alabama Academic Libraries (NAAL), have been completed for the current program of study and a proposed MSGIS.

**Program Budget:** The proposal projected that a total of \$449,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$1,416,960 will be available through tuition.

**Attachment 3**

Auburn University at Montgomery  
 Bachelor of Science in  
 Geographic Information Systems

Course	hrs	grade	Number	Course	hrs	grade	Number	Term
<b>AREA I</b>	<b>6</b>			<b>GIS Core</b>	<b>46</b>			
English Comp 1 (W)**	3			Spatial Statistics	3		GEOG 3010	
English Comp 2 (W)**	3			Spatial Statistics Lab	1		GEOG 3011	
<b>AREA II</b>	<b>12</b>			Cartography	4		GEOG 3940	
Fine Arts	3			Advanced GIS	4		GEOG 4950	
Literature*	3			Remote Sensing and	4		GEOG 4960	
Hum/Fine Arts	3			3D GIS	4		GEOG 4970	
Hum/Fine Arts	3		COMM2212	Applied	4		GEOG 4990	
<b>AREA III</b>	<b>11</b>			Geography	3		GEOG2050 or	
Mathematics	3		MATH 1100	<b>General Geog./ GIS</b>				
Phys.Sci. w/Lab	4			Urban Geog.	3		GEOG 4200	
Bio. Sci. w/Lab	4			Physical Geog.	3		GEOG 2010	
<b>AREA IV</b>	<b>12</b>			Economic Geog.	3		GEOG 4250	
History*	3			Programing for GIS	4		GEOG 4985	
Social Science	3							
Intro. Sociology	3		SOCI 2000					
Cultural Anthropolog	3		ANTH2110	<b>Electives Geog -GIS</b>				
				1.	3			
<b>Other Required</b>	13 (14)			2.	3			
Comp. Science	3(4)		GEOG 3950***					
Foreign Lang.	4			<b>Minor</b>	<b>12</b>			
Foreign Lang.	4			1.				
University Success	2		UNIV1000	2.				
				3.				
Free Electives	11			4.				
				<b>TOTAL HOURS TO COMPLETE</b>			<b>123</b>	

DECISION ITEM A-10: Auburn University at Montgomery, Bachelor of Science in International Business (CIP 52.1101)

### **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 International Business program is designed to develop the knowledge and skills for a business professional in a strategic leadership position in a globally competitive market. The proposed degree will provide students with the opportunity to develop broad knowledge and skills that will enhance their chances of innovative career choices in international organizations or corporations.

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

**Mode of Delivery:** The proposed program will be delivered in a hybrid format.

**Similar Programs:** Auburn University has a BS in International Business located at CIP 52.1101 in the Academic Program Inventory.

**Collaboration:** No collaborations are being considered at this time; however, AUM is open to collaboration if it is mutually beneficial for all involved.

**Resources:** The proposal projected that a total of \$8,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$1,551,120 will be available through tuition.

**Public Review:** The program was posted on the Commission website from April 6 through April 26 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. The proposed program will be an elevation of an existing option. Elevating the existing option to a program will allow for more focus on language, culture, and international business courses.
2. According to the Bureau of Labor Statistics, projected job openings for the proposed program include: Securities, Commodities, and Financial Services Sales Agents; Financial Analysts; Market Research Analysts and Marketing Specialists; Management Analysts; and Labor Relations Specialists.
3. According to information in the program proposal, there will be over 5,000 projected job openings related to International Business in the state over the next five years.

DECISION ITEM A-10: Auburn University at Montgomery, Bachelor of Science in International Business (CIP 52.1101)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in International Business with 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 June 12, 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 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.

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

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University at Montgomery program proposal, dated March 20, 2015. Available upon request.

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

**Attachment 1**

INSTITUTION Auburn University at Montgomery

PROGRAM Bachelor of Science in International Business (CIP 52.1101)

**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	\$2,000	\$2,000	\$2,000	\$2,000	\$0	\$8,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$2,000	\$2,000	\$2,000	\$2,000	\$0	\$8,000

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$278,190	\$295,050	\$311,910	\$320,340	\$345,630	\$1,551,120
TOTAL	\$278,190	\$295,050	\$311,910	\$320,340	\$345,630	\$1,551,120

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	33	35	37	38	41	37
NEW ENROLLMENT HEADCOUNT	12	14	15	16	18	15
DEGREE COMPLETION PROJECTIONS	6	8	8	10	10	8

## Attachment 2

### Summary of Background Information

Bachelor of Science in International Business  
Auburn University at Montgomery

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

**Objectives:** The proposed International Business program is designed to develop the knowledge and skills for a business professional in a strategic leadership position in a globally competitive market. The proposed degree will provide students with the opportunity to develop broad knowledge and skills that will enhance their chances of innovative career choices in international organizations or corporations.

According to the proposal, the global economy continues to rapidly expand, and the demand for international business education is higher than ever. Educated individuals who have an understanding of the global diversity existing in the corporate world today are valuable participants in global business ventures. Typically, American companies tend to be more insular; they need individuals who can understand how to work within a setting surrounded by different languages, and who can take into account the broader perspective of trade regulations of different governing bodies.

Student learning outcomes for the International Business program will include:

- Demonstrating an understanding of the environmental aspects of international business in a variety of contexts, including socio-cultural, political, financial, and economic.
- Critically synthesizing, analyzing, and interpreting data to use in effective decision-making.
- Gaining an understanding of the international dimensions of business functions, including marketing, finance, management, and operations.
- Critically analyzing and communicating complex business issues in multinational markets.

**Administration:** The program will be administered by Dr. W. Rhea Ingram, College of Business, Dean; and the Department of Business Administration, Dr. Venessa Funches, 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 information in the proposal, the undergraduate and graduate programs offered by the AUM College of Business have achieved business accreditation by the Association to Advance Collegiate Schools of Business (AACSB) International, the nation's oldest and most prestigious business accrediting body. The proposed BSBA in International Business would hold the same accreditation the existing option in International Business holds. AUM's College of Business is the only university in the River Region holding the top accreditation for its business programs.

**Curriculum:** No new courses will be added to the proposed program. The curriculum will involve courses already taught at AUM.

Program Completion Requirements

Credit hours required in major: 25 semester hours (sh)  
Credit hours required in minor (if applicable): N/A  
Credit hours in institutional general education or core curriculum: 84 sh  
Credit hours in required or free electives: 12 sh  
Total credit hours required for completion: 121 sh

**Collaboration:** No collaborations are being considered at this time; however, AUM is open to collaboration if it is mutually beneficial for all involved.

**Distance Education:** The proposed program will be delivered in a hybrid format.

**Admissions:** According to AUM officials, the College of Business has open enrollment meaning any student who meets the AUM admission standards can become an international business major. Students can apply before the beginning of any semester. First-time freshmen must submit an application to the university, official high school transcripts or GED report, and an ACT/SAT score. Transfer students follow the same procedures but are not required to submit the ACT/SAT score. Requirements for new freshman include a minimum high school GPA of 2.3 or higher and a minimum composite ACT score of 18 or SAT score of 860 (excluding the writing portion). Transfer students must have completed 24 or more hours of college level credit from an accredited institution(s) with at least a 2.00 on all GPA hours (all graded hours) from all colleges or institutions attended.

After being admitted to the university, all business majors must complete the lower level business core prior to attempting upper division courses. The college requires all students to earn a minimum grade of "C" in each lower business core course, English core requirements, and math core requirement.

**Need:** According to the proposal, AUM's proposed International Business program differs from Auburn University's BS in International Business (CIP 52.1101) or Troy University's BSBA in Global Business (CIP 52.0201) as it takes an interdisciplinary focus to include a mixture of language, cultural, and business courses, providing a broader perspective of the global environment. Elevating the existing option to a program will allow for more focus on language, culture, and international business courses. Also, students identifying their degree as a BSBA in International Business rather than a BSBA in Business with an option in International Business will allow students to better market themselves since options aren't specified on diplomas or transcripts.

There is currently an existing option in International Business under the BSBA in Economics within the College of Business. The numbers indicate justification of this option being elevated to its own degree with an enrollment of 33 students in the option for fall 2014. In addition, over the last three academic years, 20 students completed the option with 11 students completing the program last year. According to AUM officials, the enrollment in the existing option exhibits a clearly documented need.

**Student Demand:** A survey instrument was not used to determine projected job openings. However, data was collected by consulting the Alabama Department of Labor website (using 2010-2020 projections), the Bureau of Labor Statistics website (using 2012-2022 projections), and Career OneStop, an American Job Center Network, sponsored by the U.S. Department of Labor (for SREB numbers using 2010-2020 projections), to determine the projected job openings in the proposed program.

The Bureau of Labor Statistics Occupation titles include: Sales Managers, Financial Manager; Purchasing Managers, Wholesale and Retail Buyers, Except Farm Products, Purchasing Agents, Except Wholesale, Retail, and Farm Products, Labor Relations Specialists, Logisticians, Management Analysts, Market Research Analysts and Marketing Specialists, Financial Analysts, Securities, Commodities, and Financial Services Sales Agents.



**Faculty:**

Current Primary Faculty—

Full-time: 5

Part-time: 0

Support Faculty—

Full-time: 4

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

**Equipment:** No additional equipment is required for the program.



**Facilities:** The proposed program will be housed in the College of Business.

**Library:** It has been determined by AUM's Collection Development Librarian that the AUM Library holdings are "more than adequate to support the program." However, "work should be undertaken to strengthen library holdings in international business, generally, and international finance." Upon further discussion with the Collection Development Librarian, it was determined that \$2,000 a year over a four year period spent to increase the holdings will sufficiently strengthen the collection.

**Program Budget:** The proposal projected that a total of \$8000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$1,551,120 will be available through tuition.

**Attachment 3**

Auburn University at Montgomery  
 Bachelor of Science in Business Administration in  
 International Business

 							
<b>Suggested Course Sequence</b>							
<b>BSBA International Business</b>							
<b>Freshman Year</b>							
<b>Fall</b>				<b>Spring</b>			
Course prefix	#	Course Title	Hrs	Course prefix	#	Course Title	Hrs
UNIV	1000	Student Success	3	ENGL (WI)	1020	Composition II	3
MATH	1120	Precalculus Algebra	3	COMM	1010	Intro to Communications	3
THEA/MUSI/VISU	/	Fine Art	3	ECON	2010	Micro Economics	3
ENGL (WI)	1010	Composition I	3	ACCT	2010	Intro to Financial Acct.	3
INFO	2050	Computer Applications	3	MNGT	2410	Legal Env. Of Business	3
<b>Sophomore Year</b>							
<b>Fall</b>				<b>Spring</b>			
Course prefix	#	Course Title	Hrs	Course prefix	#	Course Title	Hrs
HIST	/	History**	3	ENGL	/	Literature***	3
SCIENCE	/	Science/Lab*	4	BUSN (WI)	3060	Busn. and Prof. Writing	3
ACCT	2020	Intro to Managerial Acct.	3	BUSN	2750	Business Statistics II	3
ECON	2020	Macroeconomics	3	MNGT	3380	Mngt Organization Bhvr	3
BUSN	2740	Business Statistics I	3	MKTG	3310	Principles of Marketing	3
<b>Junior Year</b>							
<b>Fall</b>				<b>Spring</b>			
SCIENCE	/	Science/Lab*	4	Option I or II	/	****	3
Option I or II	/	****	3	HRSM (WI)	3150	Human Resource Mngt	4
INFO	3070	Mng System, Tech, & Data	3	FINA	3650	Financial Inst. & Mkts.	3
FINA	3610	Financial Management I	3	QMTD	3600	Operations Management	3
MKTG	4410	Buyer Behavior	3	INTL	3000	Intro to Internat Studies	3
<b>Senior Year</b>							
<b>Fall</b>				<b>Spring</b>			
ECON	3050	Issues Global Trade & Fin	3	MKTG	4650	International Marketing	3
ELECTIVE	/	Busn/Approved Elective <sup>2</sup>	3	MNGT	4750	International Busn Mngt	3
INTL	/	Approved Elective <sup>1</sup>	3	INTL	/	Approved Elective <sup>1</sup>	3
FINA	4750	International Finance	3	ELECTIVE	/	Busn/Approved Elective <sup>2</sup>	3
MKTG (WI)	4360	Market Research	4	BUSN (WI)	4800	Strategic Management	4

\* Approved Science/Lab Courses: BIOL 1000/1001, BIOL 1050/1051, CHEM 1100/1101, CHEM 1200/1201, PSCI 1100/1101, PSCI 1400/1401, PSCI 1500/1501

\*\* Approved History Courses: HIST 1010, 1020, 1060, 1070, 2010,2020

\*\*\* Approved Literature Courses: ENGL 2530, 2540, 2570, 2580, 2600, 2610

\*\*\*\* Option I: History Sequence and Area II course  
 Option II: Literature Sequence and Area IV Course

<sup>1</sup> Approved International Electives: ECON 4050 International Institutions and Contemporary Trade Policy, ECON 4200 Chinese Economy, ECON 4700 International Economics, INFO 4300 E-commerce and data communications, MNGT 4250 Managing Diversity

<sup>2</sup> Approved non-business elective: Students may choose from a number of different electives based on their interests. Courses are subject to approval by department head.

DECISION ITEM A-11: The University of Alabama in Huntsville, Bachelor of Science in Early Childhood Education/Early Childhood Special Education (CIP 13.1015)

### **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/Objectives:** Early Childhood Education is a branch of education theory and practice that focuses on Preschool through Third Grade. Teaching the cognitive and social skills necessary for this group is vital to providing a foundation for future learning, and requires unique training. The objectives of the Early Childhood/Early Childhood Special Education program are as follows:

- a. Provide a comprehensive teacher education program with appropriate coursework, field experiences, and student internships to prepare teacher candidates to serve effectively in both early childhood education and early childhood special education settings.
- b. Provide an innovative approach to education across disciplines (general and special early childhood education) to meet the needs of a more diverse population of students.
- c. Prepare teachers who can meet the early childhood education and early childhood special education needs in north Alabama, south Tennessee and surrounding areas.
- d. Strengthen collaboration with parents, education, and community stakeholders.

**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:** There are no other programs located at CIP 13.1015 in the Commission's Academic Program Inventory.

**Collaboration:** According to the proposal, although there are no current programs in the state with the combined aspect of early childhood education and early childhood special education, UAH welcomes collaboration with other institutions of higher education across the state.

**Resources:** The proposal projected that a total of \$380,500 in new funds will be required to support the proposed program. A total of \$624,060 will be available through internal reallocation and tuition.

**Public Review:** The program was posted on the Commission website from April 6 through April 26 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. The need for well-trained early childhood teachers who are paid comparably to K-12 faculty is supported by research.
2. UAHs newly founded Rise School focuses on providing early childhood education for students with disabilities along with typically developing peers.

DECISION ITEM A-11: The University of Alabama in Huntsville,  
Bachelor of Science in Early Childhood Education/Early  
Childhood Special Education (CIP 13.1015)

Staff Presenter: Margaret Pearson  
Academic Program Review Analyst

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

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

Implementation Date: The proposed program will be  
implemented in January 2016. Based on Commission  
policy, the proposed program must be implemented by  
June 12, 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 7, based on the proposal.
2. That the annual average number of graduates for the  
period 2018-19 through 2020-21 (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 February 1, 2021.

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 February 2, 2015. 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 Science in Early Childhood Education/Early Childhood Special Education

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$68,000	\$68,000	\$68,000	\$68,000	\$68,000	\$340,000
LIBRARY	\$500	\$500	\$500	\$500	\$500	\$2,500
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$30,000	\$2,000	\$2,000	\$2,000	\$2,000	\$38,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$98,500	\$70,500	\$70,500	\$70,500	\$70,500	\$380,500

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$76,120	\$3,360	\$0	\$0	\$0	\$79,480
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$22,380	\$67,140	\$126,820	\$156,660	\$171,580	\$544,580
TOTAL	\$98,500	\$70,500	\$126,820	\$156,660	\$171,580	\$624,060

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	3	9	17	21	23	15
NEW ENROLLMENT HEADCOUNT	3	6	8	10	10	7 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	7	8	8	8

## Attachment 2

### Summary of Background Information

Bachelor of Science in Early Childhood Education/Early Childhood Special Education  
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:** Early Childhood Education is a branch of education theory and practice that focuses on Preschool through Third Grade. Teaching the cognitive and social skills necessary for this group is vital to providing a foundation for future learning, and requires unique training. The objectives of the Early Childhood/Early Childhood Special Education program are as follows:

- a. Provide a comprehensive teacher education program with appropriate coursework, field experiences, and student internships to prepare teacher candidates to serve effectively in both early childhood education and early childhood special education settings.
- b. Provide an innovative approach to education across disciplines (general and special early childhood education) to meet the needs of a more diverse population of students.
- c. Prepare teachers who can meet the early childhood education and early childhood special education needs in north Alabama, south Tennessee and surrounding areas.
- d. Strengthen collaboration with parents, education, and community stakeholders.

Outcome assessment of the proposed program will be guided by the UAH Teacher Candidate Competencies currently established and assessed by the teacher education unit as enumerated below.

1. CONTENT. The candidate knows the subject and structure of the discipline, organizes and creates learning opportunities that link the subject with other disciplines, and engages the learner in construction of meaning within the discipline.
2. PEDAGOGY.
  - a. *Teaching*. Candidate uses multiple teaching and learning strategies to meet the needs of students, creates lessons and activities that are aligned with state and local curricular goals, and uses technology to increase student engagement.
  - b. *Assessing Student Learning*. Candidate develops and uses a variety of formal and informal assessment strategies to plan instruction, monitor student performance, evaluate student learning and documents impact of instruction on student learning.
  - c. *Managing the Learning Environment*. Candidate uses an understanding of individual and group motivation and behavior to create a safe, well-organized, and equitable learning environment that supports positive interactions and active engagement in learning.

3. CRITICAL THINKING. Candidate models effective critical thinking patterns and problem solving approaches and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
4. DIVERSITY. Candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and performance skills. Candidate understands how students differ in their approaches to learning and creates instructional opportunities that meet the needs of learners from diverse cultural backgrounds and learners with exceptionalities. The candidate uses this knowledge to promote equitable learning opportunities for all students.
5. COMMUNICATION. Candidate uses knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive instruction in the classroom.
6. PROFESSIONALISM. Candidate evidences leadership capacity and a solid commitment to the teaching profession.
  - a. *Collaboration and Relationships*. Candidate communicates and interacts with parents/ guardians, families, school colleagues, and the community to support students' learning and well-being.
  - b. *Reflection and Professional Development*. Candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). Candidate actively seeks out opportunities to grow professionally.
  - c. *Professional Dispositions*. Candidate exhibits ethical and professional dispositions and conduct. These are woven into the framework of each course in the UAH Teacher Education Program. Candidates are provided with opportunities to engage in a self-evaluation of these dispositions and to demonstrate these attributes as they progress throughout the program. Dispositions that are valued and assessed include: Intellectual Curiosity, Respect for All Learners, Multicultural Sensitivity, Self-Initiative, Flexibility, Interaction with Others, Tact and Judgment, Reliability/Dependability, Oral Communication Skills, Written Expression, Attendance/Punctuality, and Professional Appearance.

**Administration:** The program will be administered by the School of Education, Dr. Beth Quick, Dean; and the Department of Curriculum and Instruction, Dr. Beth Quick, 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, the program must adhere to all standards established by ALSDE as well as the National Council for Accreditation of Teacher Education (NCATE). UAH's Teacher Education program has full NCATE accreditation and all licensure programs are approved by the ALSDE until May 31, 2020.



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

ED 306	Principles of Early Childhood	3 sh
ED 320	Differentiated Instruction for Early Childhood Learners	3 sh
ED 330	Assessment for Young Diverse Learners	3 sh
ED 340	Language and Speech Development	3 sh
EDC316	Differentiated Instruction for Early Childhood Special Education Learners	3 sh
ED 360	Elementary Practicum	3 sh
EDC 361	Special Education Practicum	3 sh
ED 490	Early Childhood Internship	12 sh

**Program Completion Requirements:**

Credit hours required in major: 67 semester hours (sh)

Credit hours in general education or core curriculum: 54 (sh)

Credit hours required in free electives: 0

Credit hours required for completion: 121 (sh)

Each student must successfully complete a 12 semester hour credit internship in assigned public school classrooms as outlined by the Alabama State Department of Education (ALSDE) requirements for Class B licensure (included in "Credit hours required in major" above). Additionally, each student must present minimum passing scores on the required Praxis II teacher licensure exams required for both early childhood education licensure (prekindergarten through third grade) and early childhood special education (Birth through 8 years old).

**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:** According to the proposal, distance education technology will be embraced and utilized as needed to optimize course and program delivery to maximize enrollment and participation in the program. Some courses lend themselves to hybrid delivery format or online delivery while others require traditional courses to facilitate instructor/student interaction and learning.

**Admissions:** Admission to the UAH teacher education program will continue as it is currently implemented in compliance with the Rules of the Alabama State Board of Education, Chapter 290-3-3-.02 and as outlined in the Unit Assessment System of the Institutional Report submitted to NCATE. These include meeting requirements related to minimum cumulative GPA, minimum score requirements on the ACT WorkKeys System, completed criminal history background check to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI), admission interview, and documented experiences in P-12 schools.

**Need:** According to research findings submitted by UAH, positive early experiences forge the foundations for lifelong learning and behavior (National Institute for Early Education Research). For this reason, recent initiatives have focused on strengthening the education of younger children. For example, at the Federal level a significant investment in high-quality, early childhood programs for all

students is of focus. Part of this focus is to provide well-trained early childhood teachers who are paid comparably to K-12 faculty. This emphasis on early childhood learning at the federal level is gradually impacting early childhood education across the nation.

In Alabama, federally funded programs for early childhood programs are growing. The Alabama Head Start Association reports that there are approximately 17,424 students enrolled in Head Start programs around the state. Alabama currently has 26 Head Start programs with 827 classrooms located across 283 centers. Traditionally, Head Start programs required only an associate's degree to serve as a "teacher", but with the Head Start reauthorization of 2007, a national mandate was established that 50 percent of Head Start lead classroom teachers hold a bachelor's degree by September 30, 2013. Increasingly the minimum education required is trending toward a bachelor's degree (and state certification). Alabama also provides the First Class Voluntary Pre-K program. This program boasts enrollment of approximately 3,700 preschool children. Teachers in this program must be certified early childhood educators. Aside from these government-funded programs, hundreds of private and religious early childhood providers are located throughout the state.

Similar statistics can be found when reviewing the need for Early Childhood Special Educators. The Alabama Department of Rehabilitative Services (ADRS) currently serves 5,893 infants and toddlers younger than 3 years old (ADRS, 2013). At age 3, students with disabilities typically transition to the public school systems for provision of early intervention services. According to the Alabama State Department of Education (ALSDE) 2013 Child Count report, 23,827 students from ages 3-8 were receiving services for disabilities. To maintain compliance with the Individuals with Disabilities Education Act (2004), local education agencies (school districts) must provide students with disabilities a free, appropriate education in the least restrictive environment. School districts typically have created "pre-school special education" classrooms for young children (ages 3-5) that must be taught by teachers certified in early childhood special education.

ADRS reports that Madison County has the third largest population of infants and toddlers receiving services behind Jefferson and Baldwin counties. Due to the large populations of north Alabama (with Huntsville as its epicenter), the population of young children requiring early childhood education and/or early childhood special education is quite large. The broad range of socio-economic status reflected in north Alabama children results in a wide diversity of early childhood and early childhood special education program options requiring qualified effective early educators. These include not only federally-funded programs but also a wide array of private, religious, and parochial preschool programs.

The University of Alabama in Huntsville (UAH) is in a unique position to recognize the need for highly qualified early childhood/early childhood special education teachers. The UAH Rise School is a newly-founded outreach program of the UAH College of Education. The Rise School focuses on providing early childhood education for students with disabilities along with typically developing peers. The long range plans for this school include substantial growth including collaboration with the local school systems.

**Student Demand:** Enrollment projections were based upon of a historical review of similar programs across the state, job projections, and analysis of current elementary education major trends at UAH. Enrollment projections reflect conservative anticipated growth supported by students indicating interest in pursuit of an early childhood collaborative licensure, a streamlined program of study that allows candidates to complete requirements for two teaching licenses, early childhood and early childhood special education, simultaneously, increased marketing and visibility, and a sustained continuation of an upward trajectory of enrollment.

**Faculty:**

Current Primary Faculty—

Full-time: 9

Part-time: 0

Support Faculty—

Full-time: 4

ALABAMA COMMISSION ON HIGHER EDUCATION  
FRIDAY, JUNE 12, 2015

Part-time: 0  
Additional Faculty to be hired:  
Primary Faculty—  
Full-time: 2  
Part-time: 1  
Support Faculty—  
Full-time: 0  
Part-time: 0

To meet the programmatic needs of the department based upon expected growth, two full-time and one part-time faculty members are needed. These hires will occur in line with program growth in years 1 and 4. The two new full-time and one part-time faculty members will include one early childhood education faculty and one early childhood special education faculty.

**Support Staff:** No additional staff support will be needed.

**Equipment:** According to the proposal, because of the unique nature of early childhood education and early childhood special education, specialized materials and equipment will be required. Currently, the College of Education, Department of Curriculum and Instruction, has access to a sampling of assistive technology devices and assessments for students ages 6 and above. The following specialized equipment will be necessary for the proposed program:

- a. Early Childhood (Age-Appropriate) Assessments. This would include assessments such as the Brigance Early Preschool Screen (2005), the Brigance Infant & Toddler Screen (2002), Kaufman Survey of Early Academic and Language Skills (1993), OWLS: Listening Comprehension Scale (1995), and the Preschool Language Scale (2002). The program would require at least two copies of each assessment for an estimated cost of \$10,000.
- b. Assistive Technology: Special education for students with disabilities requires unique technology referred to as "assistive technology". While the College of Education has a sampling of assistive technology devices, there is some specific equipment that is appropriate for young children. This would include Boardmaker software (for 10 computers), random micro-switches, choice-making devices, and sensory integration devices. The estimated costs are \$10,000.
- c. Appropriate Curricula. While the College of Education has a large library of curricula appropriate for K-12 education programs, infant, toddler and preschool curricula would be necessary for use as part of multiple courses in this program. The estimated costs are \$10,000.

**Facilities:** Current facilities are adequate for the proposed program with minor adjustments to current space. Some spaces for new faculty would need to be acquired on the third floor of Roberts Hall. Space allocated for the summer practicum can be obtained through existing collaborative partnerships with area schools. The UAH Rise School will be used for the special education practicum and some space within the Rise School may be used to house any new equipment. These collaborations will allow the department to provide needed community support, training and collaboration to provide extended school year services to area young learners while also allowing our university students the opportunity to expand and implement learned skills.

**Library:** The Louis Salmon Library currently has access to 7,047 items in its "Education Collection". The Louis Salmon Library currently subscribes to fifteen education journals in print. All other

education periodicals are available electronically either as individual subscriptions or as part of the content of the licensed databases. According to libraries' A to Z list from the vendor EBSCO, they have access to approximately 1,924 journals that have the subject of education. This number and access to individual titles may vary from year to year according to the accessibility of the titles from the publishers and database vendors. Currently, the library has open access to Early Childhood Research Quarterly, Exceptional Children, and the Journal of Early Intervention.

**Program Budget:** The proposal projected that a total of \$380,500 in new funds will be required to support the proposed program. A total of \$624,060 will be available through internal reallocation and tuition.

**Attachment 3**

**The University of Alabama in Huntsville  
 Bachelor of Science in Early Childhood Education/Early Childhood Special Education**

Typical 4-year schedule

YEAR ONE

<b>Fall Semester - 15 credits</b>	<b>Spring Semester - 16 credits</b>
English Comp. A - 3 credits	English Comp. B - 3 credits
Humanities and Fine Arts - 3 credits	Math - 3 credits
HY course A - 3 credits	CM 113 or Public Speaking - 3 credits
PY 101 - 3 credits	PY 201 - 3 credits
Math - 3 credits	Lab Science - 4 credits

YEAR TWO

<b>Fall Semester - 13 credits</b>	<b>Spring Semester - 16 credits</b>
HY course B - 3 credits	Lab Science - 4 credits
Lab Science - 4 credits	Math - 3 credits
Math - 3 credits	Literature B - 3 credits
Literature A - 3 credits	ED 307 (Multicultural Foundations of Education) - 3 credits
	ED 350 (Technology in the Classroom) - 3 credits

YEAR THREE

<b>Fall Semester - 13 credits</b>	<b>Spring Semester - 15 credits</b>	<b>Summer Semester - 6 hours</b>
ED 301 (Introduction to Education Practicum) - 1 credit	ED 371 (Teaching Elementary Language Arts) - 3 credits	EDC 302 (Introduction to Low Incidence Populations) - 3
ED 306 (Principles of Early Childhood) - 3 credits	ED 375 (Teaching Reading in Primary Grades)- 3 credits	EDC 341 (Transition of K-12 Students: Assessing to Inform Change) - 3 credits
ED 308 (Educational Psychology) - 3	ED 360 (Elementary Practicum) - 3	
ED 340 (Language and Speech Development) - 3 credits	ED 320 (Differentiated Instruction for Early Childhood Learners) - 3 credits	
EDC301 (Teaching the Exceptional Child) - 3 credits	EDC 351 (Behavior Analysis and Intervention) - 3 credits	

YEAR FOUR

<b>Fall Semester - 15 credits</b>	<b>Spring Semester - 12 credits</b>
ED 330 (Assessment for Young Diverse Learners) - 3 credits	ED 490 (Early Childhood Internship) - 12 credits
ED 374 (Teaching Elementary Mathematics) - 3	
EDC 321 (Collaborative Consultation: Parents, Teachers,	
EDC 316 (Differentiated Instruction for Early Childhood Special Education Learners) - 3 credits	
EDC 361 (Special Education Practicum) -3 credits	

TOTAL HOURS REQUIRED FOR DEGREE: 121

DECISION ITEM A-12: The University of South Alabama, Bachelor of Science in Educational Studies (CIP 13.9999)

### **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 Objectives:** The proposed Educational Studies program is intended to attract students from a broad range of disciplines with career interests in providing instruction and training in a wide variety of settings (e.g. education departments of hospitals, human resource departments, correctional institutes, museums, zoos, mental health institutions, home schooling, places of worship, non-profit organizations, scouting) or for those specializing in one of the disciplines with an obvious relationship to a particular career (e.g. art history, or biology and outdoor education).

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

**Mode of Delivery:** According to USA officials, although all of the courses will be supported by distance education technologies during the last two years of the program, the vision is not for the program to be offered totally online.

**Similar Programs:** Currently, USA has a BS in Instructional Design and Performance Improvement at CIP 13.9999 in the Academic Program Inventory. No other institutions have programs at that CIP code.

**Collaboration:** At the current time there are no similar programs in the state. However, USA is open to collaborating with community colleges in its service area and region.

**Resources:** The proposal projected that a total of \$25,200 in estimated new funds will be required to support the proposed program. A projected total of \$741,276 will be available through tuition.

**Public Review:** The program was posted on the Commission website from April 4 until April 26 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. No other institutions in the state have programs listed at CIP 13.9999 in the Academic Program Inventory.
2. Projected job opening associated with the proposed program indicate there will be over 1,300 openings in USA's service area, and over 10,000 in the state.

DECISION ITEM A-12: The University of South Alabama, Bachelor of Science in Educational Studies (CIP 13.9999)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Educational Studies.

The program with tracks 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 June 12, 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 13, 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 continuing in related graduate work.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of South Alabama (USA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 March 16, 2015. Available upon request.
  5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin.



Code (Commission on Higher Education), r. 300-2-1-.03.  
Available upon request.

**Attachment 1**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION The University of South Alabama

PROGRAM Bachelor of Science in Educational Studies (CIP 13.9999)

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY*	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
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	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	0	\$0	\$0
TUITION	\$83,760	\$146,580	\$159,144	\$171,708	\$180,084	\$741,276
TOTAL	\$83,760	\$146,580	\$159,144	\$171,708	\$180,084	\$741,276

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	12	21	24	27	29	23
NEW ENROLLMENT HEADCOUNT	12	12	12	14	14	13
						3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	6	8	9	8

## Attachment 2

### Summary of Background Information

Bachelor of Science (BS) in Educational Studies  
The University of South Alabama

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

**Description and Objectives:** The proposed Educational Studies program is intended to attract students from a broad range of disciplines with career interests in providing instruction and training in a wide variety of settings (e.g. education departments of hospitals, human resource departments, correctional institutes, museums, zoos, mental health institutions, home schooling, places of worship, non-profit organizations, scouting) or for those specializing in one of the disciplines with an obvious relationship to a particular career (e.g. art history or biology and outdoor education). The following are specific objectives of the program:

- To provide a major which is appropriate for students with a career interest in educational settings outside of traditional classrooms;
- To allow students and their advisors to develop individually tailored courses of study designed to meet the students' career needs;
- To allow students to receive hands on practice in their desired career area through community based internships;
- To provide students with a sound liberal arts foundation;
- To provide an undergraduate program which will allow students to pursue teacher certification at the graduate level should they decide to do so; and
- To meet the needs of local and regional employers.

**Administration:** The program will be administered by the School of Education, Dr. Richard Hayes, Dean, and, the Department of Leadership and Teacher Education, Dr. Andre' Green, Chair.

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

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

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

SED 465: Internship (vary credit hours from 3-9)  
SED 490: Special Topics – Service Learning (Varying credit hours from 1-6)

#### Program Completion Requirements:

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

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

**Collaboration:** Currently, there are no similar programs in the state. However, collaborations will be established with community colleges in the area and region. According to the proposal, the purpose of these collaborations will be to work with academic advisors and faculty so that they are aware of the program and can advise their students about this program. There will be no cost for the collaboration.

**Distance Education:** According to USA officials, although all of the courses will be supported by distance education technologies during the last two years of the program, the vision is not for the program to be offered totally online.

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

**Need:** According to the proposal, there are no other similar baccalaureate programs as the proposed program in the state. USA currently has the BS in Instructional Design and Development at CIP 13.9999 in the Academic Program Inventory.

Projected job openings for the next five years associated with the proposed program are as follows:

### Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	270	270	270	270	270	1,350
State	2,136	2,136	2,136	2,136	2,136	10,680
SREB	52,710	52,710	52,710	52,710	52,710	263,550
Nation	142,460	142,460	142,460	142,460	142,460	712,300

**Student Demand:** Surveys were sent in January and February, 2015 to all current freshmen and sophomores at the University of South Alabama, 206 freshmen and sophomores at Bishop State Community College, 11<sup>th</sup> grade students at Mary G. Montgomery High School in Mobile, 11<sup>th</sup> and 12<sup>th</sup> grade students at Daphne High School in Daphne to determine possible interest in an Educational Studies degree program. Results of the surveys are as follows:

USA Survey results: Nearly 28 percent of the students surveyed indicated that they would be interested in this program and 47.4 percent indicated that they were maybe interested in the program. Student percentages indicating they were not interested in the program totaled 26.7 percent.

Bishop State Community College Survey results: Nearly 58 percent of the students surveyed indicated that they would be interested in this program and 35.8 percent indicated that they may be interested in the program. Student percentages indicating they were not interested in the program totaled 6.5 percent.

Mary G. Montgomery High School Survey results: All but one student indicated they would be attending college or pursuing additional training or were unsure whether they would be attending college. The responses of these 39 students were included in the information below. Slightly over 33 percent indicated interest with 38.5 percent indicating that they might be interested. Slightly over 20 percent indicated they would not be interested.

Daphne High School Survey results: All students indicated they planned to attend college or pursue additional training so all were used in the results below. Forty percent of the students indicated this would be a major that might be interesting for them and 30 percent indicated that it may be a major in which they would be interested. Thirty percent of the students indicated that they did not know whether or not the major would be of interest and thirty percent indicated that it would not.

**Resources:**

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Friday, June 12, 2015

Faculty:

Current Primary Faculty—

Full-time: 5

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 1

Support Faculty—

Full-time: 0

Part-time: 0

**Support Staff:** No additional staff is required.

**Equipment:** No additional special equipment is needed.

**Facilities:** USA will not need any additional facilities for this program. Existing classrooms and computer labs in the College of Education will be made available for this program.

**Library:** According to the proposal, there are no current deficiencies associated with teacher certification.

**Program Budget:** The proposal projected that a total of \$25,000 in estimated new funds will be required to support the proposed program. A projected total of \$741,276 will be available through tuition.

**Attachment 3**

**The University of South Alabama  
Bachelor of Science in  
Educational Studies**

Year One

General Studies 30 hours

Year Two

General Education Courses 15 hours

PSY 250 Human Growth and Development or  
EPY 251 Human Growth and Development 3 hours

PSY 350 Child and Adolescent Development 3 hours

EDU 400 Education for Exceptional Children and Youth 3 hours

CA 230 Communication in Organizations 3 hours

3 hours of adviser approved electives and/or Area of Specialization  
Courses 3 hours

Total-Year Two 30 hours

Year Three

EDM 310 Microcomputing in Education or CIS 150 Introduction  
to Computer Applications or CIS 250 Advanced  
Computer Applications 3 hours

RED 352 Literature for Adolescents 3 hours

SED 490 Special Topics-Service Learning 3 hours

SPE 362 Behavioral Management of Exceptional Children 3 hours

Advisor Approved Electives and/or Area of Specialization Courses 18 hours

Total-Year Three 30 hours

Year 4:

Advisor Approved Electives and/or Area of Specialization Courses 18 hours

SED 490 Special Topics-Service Learning 3 hours

SED 465: Internship 9 hours

Total-Year Four 30 hours

**Area of Specialization**

This degree requires students to take 18 hours in an area of specialization, at least 9 hours of which must be taken at the 300 level or above. All work in a single area must be in addition to any coursework already required in that area to meet General Education requirements.

Areas of specialization are as follows: Anthropology, Art, Biology, Chemistry, English, French, General Science, German, History, Leisure Studies, Literature, Mathematics, Music, Psychology, Political Science, Social Sciences (coursework in two or more areas-Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology), Russian, Sociology, Spanish

DECISION ITEM A-13: University of North Alabama, Bachelor of Arts/Bachelor of Science in Earth Systems Sustainability (CIP 30.3301)

### **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 Earth Systems Sustainability program will prepare students to engage and lead communities, corporations, and/or agencies in local, regional, national, and global interactions with earth's systems to manage the use of resources more efficiently, identify alternative resources, and promote better living, working, and recreational conditions for all socioeconomic levels in diverse communities.

**Role:** The proposed program is within the instructional role recognized for the University of North Alabama (UNA).

**Mode of Delivery:** According to the proposal, distance learning will be utilized in the delivery of selected courses.

**Similar Programs:** Currently, there are no other programs listed at CIP 30.3301 in the Academic Program Inventory.

**Collaboration:** Although there are no other similar programs in sustainability in the state, recently UNA officials collaborated with a professor from Auburn University who engaged in sustainable agricultural practices to present at the first UNA Conference on Sustainability—2014.

**Resources:** The proposal projected that \$10,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$292,283 will be available through internal reallocation, extramural funds, and tuition.

**Public Review:** The program was posted on the Commission website from April 6 through April 26 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. There are no other similar programs at CIP 30.3301 in the Academic Program Inventory.
2. Sustainability is a new area of study for the region, but more and more agencies, corporations, and general employers seek a component for sustainable practices.
3. The Alabama Department of Labor Statistics show projected job opening for Environmental Science and Protection Technicians by year 2020 will be over 700 positions in the state.

DECISION ITEM A-13: University of North Alabama, Bachelor of Arts/Bachelor of Science in Earth Systems Sustainability (CIP 30.3301)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts/Bachelor of Science in Earth Systems Sustainability.

The program with 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 June 12, 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 2018-19 through 2019-20 (two-year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in 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 North Alabama (UNA) 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. University of North Alabama proposal, dated March 19, 2015. 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 University of North Alabama

PROGRAM Bachelor of Arts/Bachelor of Science in Earth Systems Sustainability (CIP 30.3301)

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$5,000</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
FACILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EQUIPMENT	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>0</u>
STAFF	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
OTHER	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>1,000</u>	<u>\$5,000</u>
TOTAL	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$10,000</u>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$10,000</u>
EXTRAMURAL	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$5,000</u>
TUITION	<u>\$17,147</u>	<u>\$28,710</u>	<u>\$57,648</u>	<u>\$85,764</u>	<u>\$88,014</u>	<u>\$277,283</u>
TOTAL	<u>\$20,147</u>	<u>\$31,710</u>	<u>\$60,648</u>	<u>\$88,764</u>	<u>\$91,014</u>	<u>\$292,2843</u>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>5</u>	<u>9</u>	<u>18</u>	<u>27</u>	<u>27</u>	<u>17</u>
NEW ENROLLMENT HEADCOUNT	<u>5</u>	<u>4</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>7</u>
						2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>0</u>	<u>0</u>	<u>9</u>	<u>9</u>	<u>9</u>

## Attachment 2

### Summary of Background Information

Bachelor of Arts/Bachelor of Science in Earth Systems Sustainability  
University of North Alabama

**Role:** The proposed program is within the instructional role recognized for University North Alabama (UNA).

**Objectives:** The proposed Earth Systems Sustainability program will prepare students to engage and lead communities, corporations, and/or agencies in local, regional, national, and global interactions with earth's systems to manage the use of resources more efficiently, identify alternative resources, and promote better living, working, and recreational conditions for all socioeconomic levels in diverse communities.

The learning objectives lend themselves well to assessing both knowledge and skills related to field application. Assessments, both formative and summative in coursework, will be used to inform instruction, assessment and program design as it evolves. Students enrolled in this program will:

- a. Demonstrate an understanding that sustainability perspectives are integrated considerations of human populations, the environment, and economies;
- b. Recognize and understand the inter-relationships of local, regional, national, and global issues in the context of sustainability models;
- c. Assess practices of communities (near and far) in the context of Earth systems (geosphere, atmosphere, hydrosphere, and biosphere), from perspectives including ethics, policies, economics, geography and other disciplinary perspectives;
- d. Implement knowledge and skills to:
  - 1) identify and analyze practices within communities which do not lead to sustainable use of resources.
  - 2) develop plans for remedies. (Capstone project)
  - 3) enter graduate schools or enter careers related to sustainable planning and practice.

Assessment of students' progress: In addition to assessing students' learning in course objectives, the student will demonstrate an application of knowledge and skill levels in practical application, particularly in Capstone project work.

**Administration:** The program will be administered by Dr. Carmen L. Burkhalter, College of Arts and Sciences, Dean; and the Department of Physics and Earth Science, Dr. Brenda Webb, 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 information in the proposal, there is no accrediting agency for sustainability programs at this time.

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

ES 247 Sustainable Earth	4 semester hours (sh)
ES 251 Environmental Systems	4 sh

ES 348 Earth: Sustainable Resources 4 sh  
ES 489 Senior Capstone Research 4 sh

**Program Completion Requirements:**

Credit hours in institutional general education: 41  
Credit hours in core: 31  
Credit hours in supporting courses: 32  
Credit hours in required or free electives: 16  
Total credit hours required for completion: 120

**Collaboration:** Although there are no other similar programs in sustainability in the state, recently UNA officials collaborated with a professor from Auburn University who engaged in sustainable agricultural practices to present at the first UNA Conference on Sustainability (2014).

**Distance Education:** According to the proposal, distance learning will be utilized in the delivery of selected courses.

**Admissions:** The program will admit students who meet eligibility requirements for admission to the university and subsequent enrollment criteria. Students are required to have a minimum grade point of 2.0 (C) in each major or each minor and on all work attempted.

**Need:** According to UNA officials, increased offerings for sustainability majors by higher education institutions in the United States recognize society's need to better use resources with less negative impact. The rapidly increasing inclusion of sustainability as a descriptor in career opportunities posted in the job market indicates the growing demand for knowledge and skills in this area. The country is poised to increase the application of principles of sustainability. The increasing emphasis on sustainability majors and a sustainability background exists in Alabama, surrounding states (i.e. Tennessee) and, nationally.

The proposed program will not be duplicative of any other program in the state at this time. The focus of the major is on interdisciplinary perspectives of the three components of sustainability: Environment, Society, and Economics. The knowledge and skill set developed by majors in Sustainability will be underpinned by understanding the inter-relationships of Earth's Systems—allowing students to comprehend complex sustainable problems and develop comprehensive solutions in an effective manner.

The program can be delivered efficiently due to the faculty in place within the department and the integration of majors into existing classes across disciplines at the university—allowing students to achieve the desired diverse educational experience.

**Student Demand:** Although no survey was performed, UNA officials believe the success of the institution's first annual regional conference on Sustainability will draw in students interested in the proposed program. Additionally, faculty members' willingness to engage in active recruitment of and retention of students will facilitate demand for the program.

**Resources:**

Current Primary Faculty—

Full-time: 4  
Part-time: 1 (adjunct)

Support Faculty—

Full-time: 1 (admin asst.)  
Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0  
Part-time: 0

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, June 12, 2015

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

**Support Faculty:** No further staff support is anticipated.

**Equipment:** No special equipment is needed at this time.

**Facilities:** The Department of Physics and Earth Science will move into a new state of the art science, technology, and engineering building before the fall semester, 2015.

**Library:** According to the proposal, the current library collections support the proposed program.

**Program Budget:** The proposal projected that \$10,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$292,283 will be available through internal reallocation, extramural funds, and tuition

**Attachment 3**

University of North Alabama  
 Bachelor of Arts/Bachelor of Science in  
 Earth Systems Sustainability

Course	Credit		Course	Credit
Year 1				
English 111	3		English 112	3
Math 111	3		Humanities/ Fine Arts	3
Earth Science 131 or 133	4		Computer Science 135	3
History 101 or 201	3		History 102 or 202	3
Biology 111	4		Biology 112	4
Year 2				
English 211 or 221	3		English 212 or 222	3
Chemistry 111 or Physics 241	4		Chemistry 112 or Physics 242	4
Earth Science 247 Sustainable Earth	4		COM 201-Speech	3
Economics 251	3		Economics 252	3
Geography 225	3		Earth Science 251 Environmental Systems	4
Year 3				
Earth Science 348 Earth: Sustainable Resources	4		Earth Science 375 Technology and the Environment	3
Economics or Geography 321	3		GIS384	3
Political Science 412 Introduction to Public Policy	3		Industrial Hygiene 301 Occupational Safety & Health	3
Electives	3-4		Electives	3-4
Year 4				
Earth Science 488 Hydrogeology	3		Chemistry 465 Environmental Regulations	3
Earth Science 489 Capstone	3		Earth Science 480 Special Topics	4
Biology 421 Ecology	4		Biology 423 Aquatic Ecology	4
Electives	3-4		Electives	3-4
			Total	120

DECISION ITEM A-14: Bevill State Community College, Associate in Applied Science and Certificate in Industrial Mechanics and Maintenance Technology (CIP 47.0303)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The proposed program will prepare technicians for employment in power generating facilities, national railroad companies and other public and private companies with mechanical maintenance human capital needs. Students will be educated to perform the essential functions required of an entry level employee, up to apprentice, through this industry based training program. Through classroom and lab activities, students will gain the knowledge and experience necessary to obtain an Associate in Applied Science degree and to pursue in-field employment.

**Role:** The proposed program is within the instructional role recognized for Bevill State Community College (BEV).

**Mode of Delivery:** It is expected that 10-20 percent of the coursework will be delivered via distance learning technologies in the form of web and hybrid modules and course offerings. This will be a new delivery format for technical courses and will provide students increased options in meeting program requirements.

**Similar Programs:** Institutions with programs listed at CIP 47.0303 are as follows: Drake State Community and Technical College; Faulkner State Community College; Gadsden State Community College; Northeast Alabama Community College; Southern Union State Community College; Trenholm State Technical College; Wallace State Community College (Dothan); and Wallace State Community College (Selma).

**Collaboration:** According to the application, the Industrial Mechanics and Maintenance Technology program and partnership with Southern Company Generation/Alabama Power Company will be the only one of its kind in Alabama. Other two year colleges offer one or more certificates in electrical systems and industrial electronics. However, none have been created with the input of an industry partner at the magnitude of Southern Company Generation/Alabama Power Company. This primary industry partner has made a significant investment in technical training aids that are largely stationary and will be installed on BEVs Sumiton campus.

**Licensure:** There is no licensure examination associated with this program.

**Resources:** No new funds will be needed for the program in the first five years, and a total of \$1,906,104 will be available through internal reallocations, extramural funds, and tuition.

**Public Review:** The program was posted on the Commission website from April 6 until April 26 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. The proposed program is in response to the local, state, and national shortage of maintenance technicians.
2. According to the U.S. Department of Labor Statistics, the employment of machinery technicians and industrial machinery technicians is projected to grow 17-19 percent from 2012 to 2022.

DECISION ITEM A-14: Bevill State Community College, Associate in Applied Science and Certificate in Industrial Mechanics and Maintenance Technology (CIP 47.0303)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Industrial Mechanics and Maintenance Technology.

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

Implementation Date: The proposed program will be implemented August 2015. Based on Commission policy, the proposed program must be implemented by June 12, 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 will be at least 5, 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.
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.

Bevill State Community College (BEV) 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. Bevill State Community College proposal, dated March 19, 2015. 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 Bevill State Community College

PROGRAM Associate in Applied Science and Certificate in Industrial Mechanics and Maintenance  
 Technology (CIP 47.0303)

**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
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	\$107,389	\$107,389	\$112,500	\$112,500	\$115,650	\$555,428
EXTRAMURAL	\$100,000	\$100,000	\$105,000	\$105,000	\$108,500	\$518,500
TUITION	\$163,584	\$124,416	\$157,680	\$170,496	\$216,000	\$832,176
TOTAL	\$370,973	\$331,805	\$375,180	\$387,996	\$440,150	\$1,906,104

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	8	11	11	15	11
NEW ENROLLMENT HEADCOUNT	8	4	4	5	5	5
DEGREE COMPLETION PROJECTIONS	0	8	8	8	8	8

**Attachment 3**

**Bevill State Community College  
 Associate in Applied Science and Certificate in  
 Industrial Mechanics and Maintenance Technology**

Semester 1	Course #	Course name	Sem. Hours
	ORI107	Student Survival Skills	1
	MTT100	Machining Technology I or MTT147 & MTT148	6
	MTT103	Machining Technology II or MTT149 & MTT150	6
	MTT121	Basic BP Reading for machinists	3
	WKO110	NCCER Core	3
			<b>19</b>
Semester 2	MTT127	Intro to Metrology	3
	INT117	Principles of Industrial Mechanics	3
	INT234	Principles of Industrial Maintenance Welding & Metal Cutting Techniques	3
	INT118	Fundamentals of Industrial Hydraulics & Pneumatics	3
	MTH116	Mathematical Applications	3
	MTT292	COOP education In machine Tool	3
			<b>18</b>
Semester 3	SPH106	Fundamentals of Oral Communication	3
	ENG101	English Composition I	3
	ELM214	Pump maintenance	3
	WDT108	SMAW Fillet/OFC	3
	WDT122	SMAW Fillet/OFC lab	3
	CIS146	Microcomputer Applications	3
			<b>18</b>
Semester 4		Computer Science/Natural Science/Math elective	3
		History/Social/Behavioral Science elective	3
		Humanities/Fine Arts elective	3
	WDT119	Gas Metal ARC/Flux Cored ARC Welding	3
	MTT181	Special topics in Machine Tool Technology	3
			<b>15</b>
		<b>Total Hours for Associate in Applied Science Degree</b>	<b>70</b>

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 Friday, June 12, 2015

Semester 1	Course #	Course name	Sem. Hours
	ORI107	Student Survival Skills	1
	MTT100	Machining Technology I or MTT147 & MTT148	6
	MTT103	Machining Technology II or MTT149 & MTT150	6
	MTT121	Basic BP Reading for machinists	3
	WKO110	NCCER Core	3
			<b>19</b>
Semester 2	MTT127	Intro to Metrology	3
	INT117	Principles of Industrial Mechanics	3
	INT234	Principles of Industrial Maintenance Welding & Metal Cutting Techniques	3
	INT118	Fundamentals of Industrial Hydraulics & Pneumatics	3
	MTH116	Mathematical Applications	3
	MTT292	Cooperative Education in Machine Tool	3
			<b>18</b>
Semester 3	SPH106	Fundamentals of Oral Communication	3
	ENG101	English Composition I	3
	ELM214	Pump maintenance	3
	WDT108	SMAW Fillet/OFC	3
	WDT122	SMAW Fillet/OFC lab	3
	CIS146	Microcomputer Applications	3
			<b>18</b>
		<b>Total Hours for Long Term Certificate</b>	<b>52</b>

Semester 1	Course #	Course name	Sem. Hours
	ORI107	Student Survival Skills	1
	MTT100	Machining Technology I or MTT147 & MTT148	6
	MTT103	Machining Technology II or MTT149 & MTT150	6
	MTT121	Basic BP Reading for machinists	3
	WKO110	NCCER Core	3
		<b>Total Hours for Short Term Certificate</b>	<b>19</b>

Semester 2	MTT127	Intro to Metrology	3
	INT117	Principles of Industrial Mechanics	3
	INT234	Principles of Industrial Maintenance Welding & Metal Cutting Techniques	3
	INT118	Fundamentals of Industrial Hydraulics & Pneumatics	3
	MTT292	Cooperative Education in Machine Tool	3
		<b>Total Hours for Short Term Certificate</b>	<b>15</b>

DECISION ITEM A-15: Bevill State Community College, Associate in Applied Science and Certificate in Instrumentation Technology Technician (CIP 15.0404)

**EXECUTIVE SUMMARY**

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

**Program Objective:** The proposed program will prepare technicians for employment in power generating facilities, national railroad companies and other public and private Industrial Electronics companies. Students will be educated to perform the essential functions required of an entry level employee, up to apprentice, through this industry based training program. Through classroom and lab activities, students will gain the knowledge and experience necessary to obtain an Associate in Applied Science degree and to pursue in-field employment.

**Role:** The proposed program is within the instructional role recognized for Bevill State Community College (BEV).

**Mode of Delivery:** It is expected that 10-20 percent of the coursework will be delivered via distance learning technologies in the form of web and hybrid modules and course offerings. This will be a new delivery format for technical courses and will provide students increased options in meeting program requirements.

**Similar Programs:** Bishop State Community College has an AAS in Process and Maintenance Technology listed at CIP 15.0404.

**Collaboration:** According to the application, the Instrumentation Technology Maintenance program and partnership with Southern Company Generation/Alabama Power Company will be the only one of its kind in Alabama. Other two year colleges offer one or more certificates in electrical systems and industrial electronics. However, none have been created with the input of an industry partner at the magnitude of Southern Company Generation/Alabama Power Company. This primary industry partner has made a significant investment in technical training aids that are largely stationary and will be installed on BEVs Sumiton campus.

**Licensure:** There is no licensure examination associated with this program.

**Resources:** No new funds will be needed for the program in the first five years, and a total of \$3,767,322 will be available through internal reallocations, extramural funds and tuition.

**Public Review:** The program was posted on the Commission website from April 6 until April 26 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. The proposed program is in response to the local, state, and national shortage of instrumentation technicians.
2. The significant increase in persons in the "baby boom era" retiring from technical fields, local and regional companies are facing critical workforce shortages.

DECISION ITEM A-15: Bevill State Community College, Associate in Applied Science and Certificate in Instrumentation Technology Technician (CIP 15.0404)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Instrumentation Technology Technician.

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

**Implementation Date:** The proposed program will be implemented August 2015. Based on Commission policy, the proposed program must be implemented by June 12, 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 will be at least 5, 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.
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.

Bevill State Community College (BEV) 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. Bevill State Community College proposal, dated March 19, 2015. 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 Bevill State Community College

PROGRAM Associate in Applied Science and Certificate in Instrumentation Technology Technician  
 (CIP 15.0404)

**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
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	\$429,023	\$429,023	\$512,300	\$512,300	\$534,000	\$2,416,646
EXTRAMURAL	\$100,000	\$100,000	\$105,000	\$105,000	\$108,500	\$518,500
TUITION	\$163,584	\$124,416	\$157,680	\$170,496	\$216,000	\$832,176
TOTAL	\$692,607	\$653,439	\$774,980	\$787,796	\$858,500	\$3,767,322

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	8	11	11	15	11
NEW ENROLLMENT HEADCOUNT	8	4	4	5	5	5
DEGREE COMPLETION PROJECTIONS	0	8	8	8	8	8



**Attachment 3**

**Bevill State Community College  
 Associate in Applied Science and Certificate in  
 Instrumentation Technology Technician**

**Program Requirements AAS Degree**

Semester 1	Course #	Course name	Sem. Hours
	ETC101	DC Fundamentals	3
	ETC102	AC Fundamentals	3
	ETC107	Electrical Blueprint Reading I	3
	ETC104	Digital Fundamentals	3
	MTH116	Mathematical Applications (or higher level)	3
	ORI107	Student Survival Skills	1
	WKO110	NCCER Core	3
			<b>19</b>

Semester 2			
	ETC108	Motor Controls I	3
	INT184	Intro to Programmable Logic Controllers	3
	CIS146	Microcomputer Applications	3
	ELT118	Commercial/Industrial Wiring	3
	AUT117	AC/DC Machinery	3
	ELT221	Electronics for Electricians	3
	ELT 192	Co-op/Internship	1
			<b>19</b>
Semester 3			
	SPH106	Fundamentals of Oral Communications	3
	ENG101	English Composition I	3
	ILT108/IST210	Introduction to Instrumentation & Process Control	3
	ELM214	Pumps & Piping Systems	3
	ILT214	Control & Temperature Flow Level, Temperature, Pressure, & Level Processes	3
	ELT212	Motor Control II	3
			<b>18</b>
Semester 4		Computer Science/Natural Science/Math elective	3
		History/Social/Behavioral Science elective	3
		Humanities/Fine Arts elective	3
	ILT196	Programmable Logic Controls II	3
	ELT241	National Electric Code	3
	ILT110	Advanced Industrial Process Control Technology	3
			<b>18</b>
		<b>Total Hours for Associate in Applied Science Degree</b>	<b>74</b>

**Program Requirements Long Term Certificate**

Semester 1	Course #	Course name	Sem. Hours
	ETC101	DC Fundamentals	3
	ETC102	AC Fundamentals	3
	ETC107	Electrical Blueprint Reading I	3
	ETC104	Digital Fundamentals	3
	MTH116	Mathematical Applications (or higher level)	3
	ORI107	Student Survival Skills	1
	WKO110	NCCER Core	3
			<b>19</b>

Semester 2			
	ETC108	Motor Controls I	3
	INT184	Intro to Programmable Logic Controllers	3
	CIS146	Microcomputer Applications	3
	ELT118	Commercial/Industrial Wiring	3
	AUT117	AC/DC Machinery	3
	ELT221	Electronics for Electricians	3
	ELT 192	Co-op/Internship	1
			<b>19</b>
Semester 3			
	SPH106	Fundamentals of Oral Communications	3
	ENG101	English Composition 1	3
	ELM214	Pumps & Piping Systems	3
	ILT108/IST210	Introduction to Instrumentation & Process Control	3
	ILT214	Control & Troubleshooting Flow Level, temperature, & Level Processes	3
			<b>15</b>
		<b>Total Hours for Long Term Certificate</b>	<b>53</b>

**Program Requirements Short Term Certificate #1**

Semester 1	Course #	Course name	Sem. Hours
	ETC101	DC Fundamentals	3
	ETC102	AC Fundamentals	3
	ETC107	Electrical Blueprint Reading	3
	ETC104	Digital Fundamentals	3
	WKO110	NCCER Core	3
	ORI107	Student Survival Skills	1
		<b>Total Hours for Short Term Certificate</b>	<b>16</b>

**Program Requirements Short Term Certificate #2**

Semester 2	Course #	Course name	Sem. Hours
	ETC108	Motor Controls I	3
	INT184	Intro to Programmable Logic Controllers	3
	AUT117	AC/DC Machinery	3
	ELT118	Commercial/Industrial Wiring	3
	ELT221	Electronics For Electricians	3
	ELT192	Co-op/Internship	1
		<b>Total Hours for Short Term Certificate</b>	<b>16</b>

DECISION ITEM A-16: Drake State Community and Technical College, Associate in Applied Science and Certificate in Advanced Manufacturing Technology (CIP 15.0613)

### **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 Objectives:** **Objective 1** - Enhance the manufacturing curriculum by integrating aspects of precision machining, composites/plastic injection molding, welding, industrial maintenance, robotics, mechatronics, electrical technology and sustainable manufacturing including; a) elements of lean/green manufacturing and environmental sustainability; b) new automated control systems, computer-integrated manufacturing and mechatronics systems, c) additive manufacturing, and (d) quality controls. These are the primary topics of interest in the local manufacturing industries. **Objective 2** - Address regional skilled workforce needs by utilizing innovative approaches that will increase student awareness of career pathway options and manufacturing degrees provided through the Alabama Community College System and articulated transfer to university manufacturing programs. **Objective 3** - Redesign and deliver related manufacturing technology courses utilizing a variety of learning modalities such as live, webcast and hybrid techniques; as well as the integration of relevant collaborative National Science Foundation (NSF) projects and other partner training centers. **Objective 4** - Collaborate with NSF and the Advanced Technological Education (ATE) manufacturing and engineering centers, US Department of Labor, and other educational and governmental entities to progressively develop and deliver industry-relevant educational offerings and professional development workshops for faculty, students and incumbent workers.

**Role:** The proposed program is within the instructional role recognized for Drake State Technical College (DRA).

**Mode of Delivery:** According to the application, courses incorporated into the proposed program require extensive hands on lab experience, which cannot be accommodated through distance education technology. However, many of the general education course requirements can be met through current DRAs distance education offerings.

**Similar Programs:** The following two-year colleges have listings at CIP 15.0613: Calhoun Community College (AAS); Central Alabama Community College (AAS); Chattahoochee Valley Community College (AAS); Gadsden State Community College (AAS); Lawson State Community College (AAS); Trenholm State Technical College (AAS); and Wallace State Community College (Hanceville) (AAS).

**Collaboration:** The proposal stated that discussions were held with local K-12 systems who serve as feeder schools into DRAs programs. Considerations for dual enrollment, early college enrollment, and summer academies are included in the overall design of this new curriculum.

**Resources:** It is estimated that a total of \$240,000 will be needed for the program over the first five years, and a total of \$483,501 will be available through tuition.

**Public Review:** The program was posted on the Commission website from April 6 until April 26 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. Projected job openings for the proposed program over a five year period total 1,856 openings in DRAs service areas, and 6,195 statewide.
2. According to the Region 2 Workforce Report, manufacturing is the number one labor sector in the region, capturing over 18 percent of the total workforce.

DECISION ITEM A-16: Drake State Community and Technical College,  
Associate in Applied Science and Certificate in  
Advanced Manufacturing Technology (CIP 15.0613)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science (AAS) and Certificate in Advanced Manufacturing Technology. The program will have the following options: Injection Molding, Additive Manufacturing, Mechatronics, Engineering Design, Electrical Technology, Welding, and Machine Tool.

Consistent with Commission policy and operational definitions, the options in the program will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

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

Implementation Date: The proposed program will be implemented August 2015. Based on Commission policy, the proposed program must be implemented by June 12, 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 will be at least 12, 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 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Drake State Community and Technical College 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. Drake State Technical College proposal, submitted March 19, 2015. 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 Drake State Community and Technical College

PROGRAM AAS and Certificate in Advanced Manufacturing Technology (CIP 15.0613)

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY	\$0	\$0	\$60,000	\$60,000	\$60,000	\$180,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$60,000	\$0	\$0	\$60,000
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$120,000	\$60,000	\$60,000	\$240,000

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$60,000	\$60,000	\$60,000	\$180,000
EXTRAMURAL	\$0	\$0	\$60,000	\$0	\$0	\$60,000
TUITION	\$28,314	\$39,640	\$48,134	\$56,628	\$70,785	\$243,501
TOTAL	\$28,314	\$39,640	\$168,134	\$116,628	\$130,785	\$483,501

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	14	17	20	25	17
NEW ENROLLMENT HEADCOUNT	10	10	12	12	14	12 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	2	6	13	15	9

**ATTACHMENT 2**

**Drake State Technical College  
 Associate in Applied Science and Certificate in Advance Manufacturing Technology**

**CURRICULUM**

<b>AREA I – Written Composition</b>	<b>6 hours</b>
ENG 101 English Composition I	3 hours
ENG 102 English Composition II	3 hours
<b>AREA II – Humanities and Fine Arts</b>	<b>3 hours</b>
SPH 106 Fundamentals of Oral Communication or	3 hours
SPH 107 Public Speaking or	3 hours
Humanities elective	3 hours
Choose: Art, Foreign Language, Music, Philosophy, Religion or Theater	
<b>AREA III – Natural Science or Mathematics</b>	<b>10 hours</b>
MTH 100 or higher	3 hours
CIS 146 Microcomputer Applications	3 hours
Natural Science (W/Lab)	4 hours
Choose Biology, Chemistry, Physical Science (Preferred) or Physics	
<b>AREA IV – History, Social and Behavioral Science</b>	<b>3 hours</b>
Elective	3 hours
Choose History, Political Science, Psychology, Sociology, or Economics	
<b>AREA V – Core Technical/Concentration</b>	<b>(8 to 50 hours)</b>
Program Core (required of all students)	<b>14 hours</b>
WKO 110 NCCER Core	3 hours
ADM 101 Precision Measurements	3 hours
ADM 106 Quality Control Concepts	3 hours
ADM 110 Blueprint Reading	3 hours
Institutional Requirements	<b>2 hours</b>
ORI 101 Orientation to College	1 hour
WKO 107 Workplace Skills Preparation	1 hour
<p>Students choose one of the following options to complete the degree requirements. This program also includes standalone short-term certificates and regular certificate for each of the options, providing stackable credentials within the associate of applied science (AAS) degree in advanced manufacturing.</p>	
<b>Injection Molding Option</b>	<b>60 hours</b>
ADM 145 Introduction to Injection Molding	3 hours
ADM 146 Introduction to Injection Molding Lab	3 hours
ADM 147 Injection Molding Design	3 hours
ADM 148 Injection Molding Design Lab	3 hours



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ADM 205	Advanced Injection Molding	3 hours
ADM 206	Advanced Injection Molding Lab	3 hours
MTT 219	CNC Graphics Turning	3 hours
MTT 220	CNC Graphics Milling	3 hours

**Additive Manufacturing Option** **60 hours**

ADM 108	Introduction to 3D Modeling	3 hours
ADM 112	Orientation to Additive Manufacturing	3 hours
ADM 160	Additive Manufacturing Production Techniques	3 hours
ADM 162	Additive Manufacturing Processes – Polymers	3 hours
ADM 164	Additive Manufacturing – Powders	3 hours
ADM 206	Metal Materials Post Processing	3 hours
ADM 241	Additive Manufacturing Test Prep	3 hours
ADM 255	Application of Additive Manufacturing Design	3 hours

**Mechatronics Option** **69 hours**

INT 101	DC Fundamentals	3 hours
INT 103	AC Fundamentals	3 hours
INT 118	Fund. Of Ind. Hydraulics/Pneumatics	3 hours
INT 153	Industrial Wiring I	3 hours
INT 206	Industrial Motors	3 hours
INT 212	Industrial Motor Controls I	3 hours
INT 284	Programmable Logic Controllers	3 hours
INT 288	Adv. Programmable Logic Controllers	3 hours
MTT 147	Introduction to Machine Shop I	3 hours
MTT 139	Basic Computer Numerical Control	3 hours
WDT 157	Consumable Welding Process	3 hours

**Engineering Design Option** **63 hours**

DDT 104	Introduction to Cad	3 hours
DDT 111	Fundamentals Of Drafting And Design	3 hours
DDT 124	Introduction to Technical Drawing	3 hours
DDT 128	Intermediate Technical Drawing	3 hours
DDT 130	Fundamentals Of Drafting For Related Trades	3 hours
DDT 233	Solids Modeling	3 hours
DDT 235	Specialized Cad	3 hours
DDT 236	Design Project	3 hours
DDT 260	Portfolio	3 hours

**Electrical Technology Option**

**66 hours**

ELT 108	DC Fundamentals	3 hours
ELT 109	AC Fundamentals	3 hours
ELT 114	Residential Wiring Methods I	3 hours
ELT 115	Residential Wiring Methods Ii	3 hours
ELT 118	Commercial/Industrial Wiring	3 hours
ELT 117	AC/DC Machines	3 hours
ELT 209	Motor Controls I	3 hours
ELT 241	National Electric Code (NEC)	3 hours
ELT 230	Programmable Logic Controllers	6 hours

**Welding Technology Option**

**69 hours**

WDT 108	Shielded Metal Arc Welding/Ofc	3 hours
WDT 109	Shielded Metal Arc Fillet/Pac/Cac	3 hours
WDT 120	Shielded Metal Arc Welding Groove	3 hours
WDT 122	Shielded Metal Arc Welding Fillet/Ofc Lab	3 hours
WDT 123	Shielded Metal Arc Welding Fillet/Pac/Cac Lab	3 hours
WDT 124	Gas Metal Arc/Flux Cored Arc Welding Lab	3 hours
WDT 125	Shielded Metal Arc Welding Groove Lab	3 hours
WDT 223	Blueprint Fabrication	3 hours
WDT 228	Gas Tungsten Arc Welding	3 hours
WDT 258	Certification Lab	3 hours
WDT 268	Gas Tungsten Arc Lab	3 hours

**Machine Tool Option**

**72 hours**

MTT 147	Introduction to Machine Shop I	3 hours
MTT 148	Introduction to Machine Shop I Lab	3 hours
MTT 149	Introduction to Machine Shop II	3 hours
MTT 150	Introduction to Machine Shop II Lab	3 hours
MTT 107	Machining Calculations I	3 hours
MTT 129	Lathe Operations	6 hours
MTT 139	Basic Computer Numerical Control	3 hours
MTT 140	Basic CNC Turning Programming	3 hours
MTT 141	Basic CNC Milling Programming I	3 hours
MTT 219	CNC Graphics Turning	3 hours
MTT 220	CNC Graphics: Milling	3 hours

**CERTIFICATE AWARDS**

The Advanced Manufacturing certificates enable students to complete credentials in a variety of skill sets associated with their particular interest within the field of advanced manufacturing. All certificates require the following 12 hours of academic core and 13 hours of technical core:

<b>AREA I – Written Composition</b>	<b>3 hours</b>
ENG 101 English Composition I	
<b>AREA II – Humanities and Fine Arts</b>	<b>3 hours</b>
SPH 106 Fundamentals of Oral Communication	3 hours
SPH 107 Public Speaking	3 hours
or a humanities elective:	3 hours
Choose: Art, Foreign Language, Music, Philosophy, Religion or Theater	
<b>AREA III – Natural Science and Mathematics</b>	<b>6 hours</b>
MTH 100 or higher	3 hours
CIS 146 Microcomputer Applications	3 hours
<b>AREA IV – History, Social and Behavioral Science</b>	<b>0 hours</b>
<b>AREA V – Technical Core</b>	<b>13 hours</b>
<b>Program Core</b> (required of all students)	<b>12 hours</b>
WKO 110 NCCER Core	3 hours
ADM 101 Precision Measurements	3 hours
ADM 106 Quality Control Concepts	3 hours
ADM 110 Blueprint Reading	3 hours
<b>Institutional Requirements</b>	<b>1 hour</b>
ORI 101 Orientation to College	1 hour

Students may choose one of the following certificates aligned with their degree option. When combined with available short certificates, the associate degree and its related certificates form stackable credentials in the field of advanced manufacturing.

<b>Injection Molding Certificate</b>	<b>37 hours</b>
ADM 145 Introduction to Injection Molding	3 hours
ADM 146 Introduction to Injection Molding Lab	3 hours
ADM 147 Injection Molding Design	3 hours
ADM 148 Injection Molding Design Lab	3 hours

**Additive Manufacturing Certificate** **37 hours**

ADM 108	Introduction to 3D Modeling	3 hours
ADM 112	Orientation to Additive Manufacturing	3 hours
ADM 160	Additive Manufacturing Production Techniques	3 hours
ADM 162	Additive Manufacturing Processes – Polymers	3 hours

**Motor Controls Certificate** **40 hours**

INT 101	DC Fundamentals	3 hours
INT 103	AC Fundamentals	3 hours
INT 153	Industrial Wiring I	3 hours
INT 206	Industrial Motors	3 hours
INT 212	Industrial Motor Controls I	3 hours

**Industrial Maintenance Certificate** **46 hours**

INT 101	DC Fundamentals	3 hours
INT 103	AC Fundamentals	3 hours
INT 118	Fund. of Industrial Hydraulics/Pneumatics	3 hours
MTT 147	Precision Machining Fundamentals	3 hours
MTT 139	Basic Computer Numerical Control	3 hours
WDT 157	Consumable Welding Process	3 hours
MTT 147	Precision Machining Fundamentals	3 hours

**Engineering Design Certificate** **37 hours**

DDT 104	Introduction and CAD	3 hours
DDT 111	Fundamentals of Drafting And Design	3 hours
DDT 124	Introduction to Technical Drawing	3 hours
DDT 128	Intermediate Technical Drawing	3 hours

**Electrical Wiring Certificate** **40 hours**

ELT 108	DC Fundamentals	3 hours
ELT 109	AC Fundamentals	3 hours
ELT 114	Residential Wiring Methods I	3 hours
ELT 115	Residential Wiring Methods II	3 hours
ELT 118	Commercial/Industrial Wiring	3 hours



**Industrial Robotics Certificate** **37 hours**

ELT 108	DC Fundamentals	3 hours
ELT 109	AC Fundamentals	3 hours
INT 253	Industrial Robotics	3 hours
INT 254	Robot Maintenance and Troubleshooting	3 hours

**Shielded Metal Arc Welding Certificate** **37 hours**

WDT 108	Shielded Metal Arc Welding/Ofc	3 hours
WDT 109	Shielded Metal Arc Fillet/Pac/Cac	3 hours
WDT 120	Shielded Metal Arc Welding Groove	3 hours
WDT 122	Shielded Metal Arc Welding Fillet/Ofc Lab	3 hours

**Machine Shop Fundamentals Certificate** **37 hours**

MTT 147	Introduction to Machine Shop I	3 hours
MTT 148	Introduction to Machine Shop I Lab	3 hours
MTT 149	Introduction to Machine Shop II	3 hours
MTT 150	Introduction to Machine Shop II Lab	3 hours

**CNC Machining Fundamentals Certificate** **37 hours**

MTT 107	Machining Calculations I	3 hours
MTT 139	Basic Computer Numerical Control	3 hours
MTT 140	Basic CNC Turning Programming I	3 hours
MTT 141	Basic CNC Milling Programming I	3 hours

DECISION ITEM A-17: Change in Instructional Role Matrix: Trenholm State Technical College

**EXECUTIVE SUMMARY**

**Reason for Action:** The Commission has been given statutory authority in the following areas:

- To establish definitions of a junior college, a community college, a technical college or institute, a senior college, a university and university system; provided, that nothing herein shall be construed as authorizing the commission to establish or create any university system, nor to alter any university system presently existing.
- To develop and publish criteria which may be used by the Legislature as a basis for changing the classification of any public institution of higher education.
- To cause studies to be made for the purpose of classifying and prescribing the role and scope for each public institution of higher education in Alabama and to recommend such changes in classification or role and scope for such institutions as it deems necessary and which may be agreed to by the governing board of the said institution. In making studies and recommendations for the purpose of classifying and prescribing the role and scope of institutions, the commission shall do so without regard for race and traditional role of the institution, provided, however, that in the absence of compelling reasons to the contrary the commission shall give priority to institutions having seniority in years of operation in the service area.
- To hear applications from the institutions for changes in classification or role and scope and to recommend to the Legislature for clarification such classifications in role or scope which may not be agreed to by the governing board of any institution.

*From the Code of Alabama 1975, Section 16-5-10.*

**Factors for Consideration:**

- Trenholm State Technical College has received accreditation by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools.
- The State Department of Education (SDE), the board of trustees for Trenholm State, has recognized the change in accreditation.
- The Alabama Department of Postsecondary Education has requested that the instructional role for the college be changed in accordance with its accreditation, and that the Academic Program Inventory be revised to reflect this change.

DECISION ITEM A-17:  
:

Change in Instructional Role Matrix: Trenholm State  
Technical College

Staff Presenter:

Dr. Lenny Lock  
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the attached Instructional Role Matrix for COC Accredited Technical College and approve the change of Trenholm State Technical College's instructional role to the new matrix.

Background:

The Commission has the following operational definition concerning technical colleges:

**Technical College:** A lower division institution which offers occupational programs in trade and industrial, technical, and applied science fields. These programs culminate in certificates, diplomas, and associate degrees. Technical Colleges accredited by the Council on Occupational Education (COE) may grant the Associate in Applied Technology degree (AAT), while those accredited by the Southern Association of Colleges and Schools Commission on Colleges (COC) may grant the Associate in Applied Science (AAS) degree. The technical college may not offer the transfer AA and AS degrees.

Currently, Trenholm State Technical College is recognized by the Commission as having an instructional role by which the institution is authorized to grant the following awards: the Associate in Applied Technology (AAT), the Certificate, and the Associate in Occupational Technology. This role is based on the accreditation of the institution by COE.

The role matrix for COE-accredited technical colleges is displayed in Attachment 1. Shaded areas on the matrix (AA, AS, and AAS) are outside the role of institutions accredited by COE.

In December 7, 2014, Trenholm was granted accreditation by COC. The COC accreditation is retroactive to January 1, 2014. The SACSCOC letter from President Wheelan to Trenholm President Munnerlyn is shown in attachment 4.

The requested transition of Trenholm State's Instructional Role Matrix is shown in Attachments 1 and 2. The comparison of the entries in the Academic Program Inventory brought about by this transition is shown in Attachment 3.

Supporting Documentation:

1. Trenholm State Technical College - Current Institutional Role Matrix, attached.
2. Trenholm State Technical College - DRAFT Institutional Role Matrix, attached.
3. Comparison of the Current Inventory with the Proposed Inventory for Trenholm State Technical College, attached.
4. SACSCOC letter from SACSCOC President Wheelan to Trenholm President, Munnerlyn, attached.
5. Alabama Commission on Higher Education, "Guidelines for Instructional Role for 2015-19," <http://www.ache.alabama.gov/Content/Departments/Instruction/Instr-Role.pdf>



**Attachment 1: Trenholm State Technical College  
 Current Institutional Role Matrix**

LINE	ACADEMIC SUBDIVISION GROUPINGS	DEGREE LEVEL						
		CERT	DIPL	AA	AS	AAS	AAT	AOT
1	Agriculture (CIP 01, 03)							
2	Business (CIP 52)	X					X	
3	College-Parallel Transfer (CIP 01-31, 38-45, 48, 50, 52, 54)							
4	Communications (CIP 09, 10)							
5	Computer and Information Science (CIP 11)	X					X	
6	Personal & Culinary Services (CIP 12)	X					X	
7	Engineering Technologies (CIP 15)	X					X	
8	Health Rel. Professions (CIP 51 except 51.3801 & 51.3901)	X					X	
9	Family and Consumer Sciences (CIP 19, 20)	X					X	
10	Legal Assisting (CIP 22.0302)							
11	Library Assisting (CIP 25.0301)							
12	Nursing (CIP 51.3801 & 51.3901)	X						
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)	X					X	
18	Visual & Performing Arts (CIP 50)							
19	Military & Occupational Technologies (CIP 29, 30)							X

**Attachment 2: Trenholm Community College Instructional Role Matrix--COC Accredited DRAFT  
 2015**

**Trenholm State Community College DRAFT MATRIX**

LINE	ACADEMIC SUBDIVISION GROUPINGS	DEGREE LEVEL						
		CERT	DIPL	AA	AS	AAS	AAT	AOT
1	Agriculture (CIP 01, 03)							
2	Business (CIP 52)	X				X		
3	College-Parallel Transfer (CIP 01-31, 38-45, 48, 50, 52, 54)							
4	Communications (CIP 09, 10)							
5	Computer and Information Science (CIP 11)	X				X		
6	Personal & Culinary Services (CIP 12)	X				X		
7	Engineering Technologies (CIP 15)	X				X		
8	Health Rel. Professions (CIP 51 except 51.3801 & 51.3901)	X				X		
9	Family and Consumer Sciences (CIP 19, 20)	X				X		
10	Legal Assisting (CIP 22.0302)							
11	Library Assisting (CIP 25.0301)							
12	Nursing (CIP 51.3801 & 51.3901)	X						
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)	X				X		
18	Visual & Performing Arts (CIP 50)							
19	Military & Occupational Technologies (CIP 29, 30)							X

**Attachment 3: Comparison of the Current Inventory with the Proposed Inventory for  
 Trenholm State Technical College**

<b>CIP CODE AND TITLE</b>	<b>Award Listed in the Commission's Current Inventory</b>	<b>Proposed Award Listed in the DPE Draft Inventory</b>
10.0399 GRAPHICS COMMUNICATION	C, AAT	RETAIN C; CHANGE AAT TO AAS
11.0101 COMPUTER SCIENCE	C, AAT	RETAIN C; CHANGE AAT TO AAS
12.0401 COSMETOLOGY	C	NO CHANGE
12.0503 CULINARY ARTS	AAT	CHANGE AAT TO AAS
15.0501 HEATING AND AIR CONDITIONING	C, AAT	RETAIN C; CHANGE AAT TO AAS
15.0613 AUTOMOTIVE MANUFACTURING	C, AAT	RETAIN C; CHANGE AAT TO AAS
15.0803 AUTOMOTIVE SERVICE TECHNOLOGY	C, AAT	RETAIN C; CHANGE AAT TO AAS
15.1301 DRAFTING AND DESIGN TECHNOLOGY	C, AAT	RETAIN C; CHANGE AAT TO AAS
19.0708 CHILD DEVELOPMENT	C, AAT	RETAIN C; CHANGE AAT TO AAS
30.0999 OCCUPATIONAL TECHNOLOGY	AOT	NO CHANGE
46.0302 ELECTRICAL TECHNOLOGY	C, AAT	RETAIN C; CHANGE AAT TO AAS
47.0303 INDUSTRIAL MAINTENANCE	C, AAT	RETAIN C; CHANGE AAT TO AAS
47.0603 AUTOMOTIVE BODY REPAIR	C	NO CHANGE
47.0605 DIESEL MECHANICS	C	NO CHANGE
48.0501 MACHINE TOOL TECHNOLOGY	C, AAT	RETAIN C; CHANGE AAT TO AAS
48.0508 WELDING	C	NO CHANGE
51.0601 DENTAL ASSISTING	C, AAT	RETAIN C; CHANGE AAT TO AAS
51.0801 MEDICAL ASSISTANT	C, AAT	RETAIN C; CHANGE AAT TO AAS
51.0904 EMS	C, AAT	RETAIN C; CHANGE AAT TO AAS

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51.0910 DIAGNOSTIC MEDICAL SONOGRAPHY	AAT	CHANGE AAT TO AAS
51.0911 MEDICAL RADIOLOGIC TECHNOOOGY	AAT	CHANGE AAT TO AAS
51.3901 PRACTICAL NURSING	C	NO CHANGE
52.0302 ACCOUNTING TECHNOLOGY	C, AAT	RETAIN C; CHANGE AAT TO AAS
52.0401 OFFICE ADMINISTRATION	C, AAT	RETAIN C; CHANGE AAT TO AAS
52.0408 CLERICAL TECHNOLOGY	C	NO CHANGE

**Attachment 4: SACSCOC Letter from President Wheelan to Trenholm President Munnerlyn**



January 13, 2015

President's Office  
**RECEIVED**  
JAN 14 2015  
H. Councilll Trenholm  
State Technical College

Mr. Samuel Munnerlyn  
President  
H. Councilll Trenholm State Technical College  
P. O. Box 10048  
Montgomery, AL 36108

Dear Mr. Munnerlyn:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on December 7, 2014:

The Board of Trustees of SACS Commission on Colleges awarded initial accreditation at Level I with the Southern Association of Colleges and Schools Commission on Colleges. Accreditation is retroactive to January 1, 2014. The institution will be required to complete a Compliance Certification and a Quality Enhancement Plan and to receive a Committee in anticipation of reaffirmation of accreditation in 2019.

On behalf of the member institutions that make up SACS Commission on Colleges, I welcome you and look forward to your involvement in this very important self-regulatory process. If you have any questions, please contact Dr. Claudette Williams, the staff member currently assigned to your institution.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.  
President

BSW:lb

cc: Dr. Claudette Williams

DECISION ITEM B-1: Bishop State Community College, Addition of Primary/Secondary Specialty Area Combinations to the Existing Associate in Occupational Technologies Program

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

Staff Recommendation: That the Commission approve the addition of two specialty combinations to the existing Associate in Occupational Technologies (AOT) degree program as a reasonable extension/alteration of an existing program.

Background: On August 7, 1998, the Commission approved the implementation of the AOT (CIP 30.9999) for state community, junior, and technical colleges. The AOT was developed by the Alabama Department of Post-secondary Education and approved by the Commission for students seeking the opportunity to become multi-skilled technicians. An AOT program includes both a Primary Technical Specialty and a Secondary Technical Specialty. The Primary Technical Specialty requires a minimum of 28 semester hours in a single content area, while the Secondary Technical Specialty requires a minimum of 12 semester hours in an additional single content area that is closely related to the Primary Specialty. The following stipulations were included in the program plan that was approved by the Commission:

1. An institution may offer a Primary Technical Specialty for the AOT only in fields in which it already has an existing diploma or regular certificate [long or full certificate] that is listed in the Commission's Academic Program Inventory.
2. An institution may offer a Secondary Technical Specialty for the AOT only in areas in which it already has an existing diploma, certificate [long or full certificate] or short certificate [less than 30 semester hours] that consists of at least 12 semester hours.
3. Should an institution wish to offer the AOT in primary or secondary specialty areas in which it does not currently offer the required degree, diploma, or certificate programs, the Commission, in accord with the regular program guidelines, must first approve such programs. In the case of a short certificate, which the Commission does not approve, the required information item must first be presented to the Commission before such program may be used for AOT Secondary Technical Specialty purposes.
4. The primary and secondary technical specialty combination must be areas which are closely related and which will, in combination, provide the student with the multi-skilled capacity needed to broaden her/his employment prospects.

Most public two-year colleges have the AOT in their respective inventories.

Bishop State Community College notes that the Plumbing and Gas Fitting Program is a perfect transition as a secondary specialty area for welding (primary specialty area) students to increase their skills to fill the numerous job opportunities along the Gulf Coast region.

The proposers also state that these integrated programs provide an enormous boost for students through gaining additional industry credentials as they help meet the employment and skill needs of business and industry on the coast.

Bishop State Community College proposes awarding the AOT with the specialty combinations listed in Attachment 1. The proposal meets all Commission guidelines.

**Budgetary Impact: None.**

The AOT will make use of existing courses and resources.

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. Staff Recommendation, Associate in Occupational Technologies (CIP 30.9999), State Community, Junior, and Technical Colleges, dated August 7, 1998. Available upon request.
3. April 7, 2015, Request from Bishop State Community submitted by the Alabama Department of Postsecondary Education. Available upon request.

**Attachment 1**

**Proposed Additional Technical Specialty Areas for the Existing AOT  
Bishop State Community College**

The Primary Technical Specialty requires a minimum of 28 semester hours in a single content area, while the Secondary Technical Specialty requires a minimum of 12 semester hours in an additional single content area that is closely related to the Primary Specialty. The general education requirement for the AOT is 18-24 semester hours. A total of 60-76 semester hours is required for the degree, depending on the specialty areas involved.

Bishop State Community College proposes to offer the AOT in the following primary and secondary technical specialty combinations:

Primary Specialty Area

Secondary Specialty Area

Welding

Plumbing (Gas-Fitting)



DECISION ITEM B-2: Auburn University at Montgomery. Addition of Options in Global Economics and Political Economy to the Existing BSBA in Business Economics (CIP 52.0601)

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: Auburn University at Montgomery (AUM) currently has the BSBA in Business Economics at CIP 52.0601 in the Commission's Academic Program Inventory. AUM has proposed the addition of options in Global Economics and Political Economy to the existing program.

The program with the option in Global Economics will require a total of 120 semester hours (sh):

General Education	44 sh
Program Core	14 sh
Concentration	17 sh
Electives	45 sh
Total	120 sh*

The program with the option in Political Economy option will require a total of 121 semester hours (sh):

General Education	44 sh
Program Core	14 sh
Concentration	15 sh
Electives	48 sh
Total	121 sh*

\*It is important to highlight that the current (BSBA) in Business Economics curriculum consists of a total of 130 hours. The revised (new) curriculum will be comprised of 120 semester hours for the Global Economics option and 121 semester hours for the Political Economy option. Students currently in the program will have the choice of pursuing the current or new curriculum.

Courses in the BSBA core entail: Economic Analysis and Methods, Intermediate Macroeconomics, Intermediate Microeconomics, and Senior Seminar in Economics.

Courses in the Global Economics option are: International Institutions and Contemporary Trade Policy and International Economics, and one of the following: Issues in Global Trade and Finance, Comparative Economic Systems, or Chinese Economy. Two foreign languages (8 sh) are also required within this option.

Courses in the Political Economy option are: Labor Economics and Public Finance as well as 9 credits from a menu of other advanced (3000-4000 level) courses.

The rationale for the Global Economics option is that as the world is getting more integrated each day, it is important that students understand the economic factors that are playing a role in the global economy. The global economics option that AUM is proposing is stated to give students the opportunity to study these economic factors in more detail and apply them to real world situations.

Regarding the rationale for the Political Economy option: the idea of offering an option in Political Economy emanates from the creation of the College of Public Policy and Justice and the fact that the Departments of Economics, Political Science and Public Administration and Sociology are now in the same college. The new College of Public Policy and Justice is ideally situated and staffed to prepare the students for the challenges of facing global markets.

The importance of studying political economy has grown over the past several decades. Recent developments such as the dramatic fluctuations in the price of oil and other minerals, the global great recession, currency value fluctuations, the impact of regional and international trade agreements as well as the shifting dynamics within major international institutions, have initiated some of the most profound changes in the national and regional political and economic systems in the modern time.

Additionally, transformations brought by globalization as well as the new information and communications technologies make it vitally important that students understand both local political and economic relations and their connections to global change. Thus, the Auburn University at Montgomery degree program in Economics with option in Political Economy is designed to provide students the knowledge and practical skills necessary to meet these profound challenges of the 21st century.

For both the Global Economics and Political Economy options there will be no changes in faculty or staff required for implementation.

**Budgetary Impact: There will be no budgetary impact for either the Global Economics option or the Political Economy option.**

Consistent with Commission policy and operational definitions, the concentration will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

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

Supporting Documentation:

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

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

DECISION ITEM B-3: University of North Alabama, Addition of a Concentration in Category Management to the Existing BBA in Professional Marketing (CIP 52.1401)

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

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

Background: University of North Alabama (UNA) currently has the BBA in Professional Marketing at CIP 52.1401 in the Commission's Academic Program Inventory. UNA has proposed the addition of a concentration in Professional Marketing to the existing program.

The program with the concentration will require a total of 120 semester hours (sh):

General Education	41 sh
Program Core	62 sh
Concentration	9 sh
Electives	8 sh
Total	120 sh

Courses in the BBA core include: International Business, Financial Management, Principles of Management, Managerial Communications, Operations Management, Strategic Management, and Principles of Marketing.

Courses in the Professional Marketing major are: Decision Support Using Spreadsheets or Applied Managerial Decision Making and Analysis, Integrated Marketing Communications, Professional Selling, Consumer and Market Behavior, and Marketing Management.

Courses in the Category Management concentration are: Principles of Category Management, Science of Category Management, and Cases in Category Management.

The rationale for the Category Management concentration is that this an area of study which will prepare students to enter the consumer packaged goods industry. The Category Management courses will be part of the Center for Professional Selling curriculum that provides undergraduate students with a practical foundation for entering the sales profession. The distinguishing characteristic of the Category Management curriculum is the focus on business analytics.

The authors state that the concentration will provide its students an analytical foundation to allow them to create client and/or customer value, develop category management skills, apply marketing and sales theory,

and learn the specialized technological skills needed in this industry.

The proposers' market research indicates a significant demand for this concentration and few opportunities elsewhere for gaining this specialized expertise.

Existing faculty will be able to teach the new courses on a rotating basis. No new faculty are required.

**Budgetary Impact: The concentration is expected to attract a significant number of students and increase the enrollment in the BBA. Budgetary impact will be positive revenue generation with little, if any, increase in costs.**

Consistent with Commission policy and operational definitions, the concentration will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

The staff recommends that the proposed concentration be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM B-4: University of North Alabama, Addition of Concentrations in Innovative Economic Development and Human Resource Management to the Existing MBA (CIP 52.0201)

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

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

Background: University of North Alabama (UNA) currently has the Master of Business Administration (MBA) at (CIP 52.0201) in the Commission's Academic Program Inventory. UNA has proposed the addition of two concentrations in Innovative Economic Development and Human Resource Management to the existing program.

The program for each of the concentrations will require a total of 34 semester hours (sh):

Program Core	25 sh
Concentration	9 sh
Electives	0 sh
Total	34 sh

The concentration for Innovative Economic Development aligns with business administration and management. The proposal is an MBA degree with an appropriate business core supplemented with ancillary courses in economic development that comprise the concentration.

Courses in the MBA core include: MBA Skills and Outcomes, Cost for Management Decision Analysis, Enterprise Systems Analysis and Design, Managerial Economics, Organizational Behavior\*, Managerial Finance, Management Policy, Marketing Strategy, and Decision Theory. (All courses in the core are 3 semester hours except MBA Skills and Outcomes which is 1 semester hour.)

Courses in the Innovative Economic Development concentration are: 21st Century Economic Development (1 sh), Regional Innovative Ecosystems (3 sh), Capstone Project (2 sh), and one of the following: Economic Development and Innovative Strategy (3 sh), or Economic Development and Innovative Policy (3 sh).

Courses in the Human Resource Management concentration entail Human Resource Management, Strategic HR Planning and Development, and Survey of Global Human Resource Planning. Each of these courses is 3 semester hours.

\*Note that Collaborative Leadership replaces Organizational Behavior in the core for the Innovative Economic Development concentration.

The rationale for the Innovative Economic Development concentration is that few institutions currently offer masters-level economic development using Strategic Doing. Strategic Doing emphasizes skills of strategic collaboration, focuses on how to form collaborations quickly, attain measurable outcomes, and make adjustments as the process develops. The method accentuates guiding measurable outcomes via action oriented collaboration.

This concentration offers students in the local area and beyond (as it will be offered online as well as in the traditional classroom format) opportunities to earn valuable credentials using cutting edge methodology.

The rationale for the Human Resource (HR) Management concentration in the MBA curriculum is that it is designed to prepare students for successful completion of the "HR Assurance of Learning Certificate" (sponsored by the Society for Human Resource Management - SHRM) while providing students with an advanced focus on the professional skills and knowledge essential for success in contemporary human resource management careers. This program will also blend the traditional HR core competencies with the soft skills that are increasingly in demand for HR professionals. The concentration is proposed due to the expressed interest of current and former graduate students and a review of current marketplace requirements and expectations for our graduates.

**No new faculty are required to implement the proposed concentrations.**

**Budgetary Impact: No budgetary impact is anticipated for either of the proposed concentrations.**

Consistent with Commission policy and operational definitions, the concentration will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

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

Supporting Documentation:

1. Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

**DECISION ITEM B-5:** University of Alabama at Birmingham, Addition of Concentrations in Finance, Health Services, Marketing, and Management Information Systems to the Existing MBA in Business Administration (CIP 52.0201)

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

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

**Background:** The University of Alabama at Birmingham (UAB) currently has the MBA in Business Administration listed at CIP 52.0201 in the Commission's Academic Program Inventory. UAB has proposed the addition of four concentrations in Finance, Health Services, Marketing, and Management Information Systems to the program.

Courses in the program core include: MBA 601 Accounting and Finance for Managers, MBA 666 Quantitative Analysis for Business Managers, MBA 631 Management and Organization, MBA 642 Economics for Managers, MBA 608 Strategic Cost Analysis and Decision Making, MBA 621 Topics in Corporate Finance, MBA 619 Information Technology and Business Strategy, MBA 651 Marketing Strategy, MBA 637 Operations and Supply Chain Management, and MBA 634 Strategic Management.

Each of the courses in the program core and concentrations are 3 semester hours.

There are a total of 30 semester hours in the core.

The program with any of the four concentrations will require an additional 9 semester hours (sh) beyond the core:

Program Core	30 sh
Concentration	9 sh
Other Coursework/Electives	0 sh
Total	39 sh

Courses in the Finance concentration entail three courses (9 sh) selected from the following: MBA 622 Portfolio Theory and Construction, MBA 623 Mergers and Acquisitions, MBA 624 International Finance, MBA 625 Real Estate Decision Analysis, MBA 626 Credit Markets and Instruments, MBA 627 Financial Risk Analysis and Management, MBA 628 Valuation Seminar, MBA 629 Treasury Management, and MBA 690 Special Topics in Finance.



Courses in the Health Services concentration entail three courses (9 sh) including MBA 671 Healthcare Marketing, and two additional courses selected from the following: HCO 600 Intro to Public Health Systems, HCO 601 Health Economics, HCO 603 Public Health Policy, HCO 607 Public Health Law, HCO 615 Finance for Health Professionals, HCO 618 Management Concepts in Public Health Programs, HCO 620 Health Insurance/Managed Care, and HCO 670 Social/Ethical Issues in Public Health.

Courses in the Marketing concentration entail three courses (9 sh) selected from the following: MBA 653 Market Analysis and Decision-Making, MBA 652 Sales Management, MBA 658 Applied Marketing Research, MBA 671 Healthcare Marketing, MBA 690 Special Topics in Marketing, and MBA 654 International Marketing.

Courses in the Management Information Systems concentration entail three courses (9 sh) selected from the following: MBA 613 Information Security Management, MBA 614 Social Media and Virtual Communities in Business, MBA 616 Web Analytics, MBA 617 Business Intelligence, and MBA 618 Project Management.

The rationales for all four of these concentrations are: to facilitate opportunities for students to focus a portion of their coursework and learnings in a specific area as well as to facilitate potential employment and other academic and professional opportunities and recognitions. The concentration will be noted on the student's transcript.

No new full-time faculty will be required to implement the any of the four proposed concentrations.

**Budgetary Impact: No budgetary impact is anticipated due to offering the four proposed concentrations.**

Consistent with Commission policy and operational definitions, the concentrations will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

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

Supporting Documentation:

1. Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM B-6: Lawson State Community College, Addition of Primary/Secondary Specialty Area Combinations to the Existing Associate in Occupational Technologies Program

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the addition of two specialty combinations to the existing Associate in Occupational Technologies (AOT) degree program as a reasonable extension/alteration of an existing program.

Background: On August 7, 1998, the Commission approved the implementation of the AOT (CIP 30.9999) for state community, junior, and technical colleges. The AOT was developed by the Alabama Department of Post-secondary Education and approved by the Commission for students seeking the opportunity to become multi-skilled technicians. An AOT program includes both a Primary Technical Specialty and a Secondary Technical Specialty. The Primary Technical Specialty requires a minimum of 28 semester hours in a single content area, while the Secondary Technical Specialty requires a minimum of 12 semester hours in an additional single content area that is closely related to the Primary Specialty. The following stipulations were included in the program plan that was approved by the Commission:

1. An institution may offer a Primary Technical Specialty for the AOT only in fields in which it already has an existing diploma or regular certificate [long or full certificate] that is listed in the Commission's Academic Program Inventory.
2. An institution may offer a Secondary Technical Specialty for the AOT only in areas in which it already has an existing diploma, certificate [long or full certificate] or short certificate [less than 30 semester hours] that consists of at least 12 semester hours.
3. Should an institution wish to offer the AOT in primary or secondary specialty areas in which it does not currently offer the required degree, diploma, or certificate programs, the Commission, in accord with the regular program guidelines, must first approve such programs. In the case of a short certificate, which the Commission does not approve, the required information item must first be presented to the Commission before such program may be used for AOT Secondary Technical Specialty purposes.
4. The primary and secondary technical specialty combination must be areas which are closely related and which will, in combination, provide the student

with the multi-skilled capacity needed to broaden her/his employment prospects.

Lawson State Community College proposes awarding the AOT with the specialty combinations listed in Attachment 1. The proposal meets all Commission guidelines.

**Budgetary Impact: None.**

The AOT will make use of existing courses and resources.

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. Staff Recommendation, Associate in Occupational Technologies (CIP 30.9999), State Community, Junior, and Technical Colleges, dated August 7, 1998. Available upon request.
3. April 8, 2015, Request from Lawson State Community submitted by the Alabama Department of Postsecondary Education. Available upon request.

**Attachment 1**

**Proposed Additional Technical Specialty Areas for the Existing AOT  
Lawson State Community College**

The Primary Technical Specialty requires a minimum of 28 semester hours in a single content area, while the Secondary Technical Specialty requires a minimum of 12 semester hours in an additional single content area that is closely related to the Primary Specialty. The general education requirement for the AOT is 18-24 semester hours. A total of 60-76 semester hours is required for the degree, depending on the specialty areas involved.

Lawson State Community College proposes to offer the AOT in the following primary and secondary technical specialty combinations:

Primary Specialty Area

Secondary Specialty Area

Cosmetology

Nail Technology

Cosmetology

Natural Hair Care

**DECISION ITEM B-7:** University of West Alabama, Addition of a Track in Sports Communication to the Existing BA/BS in Integrated Marketing Communication (CIP 09.0199)

**Staff Presenter:** Ms. Margaret Pearson  
Academic Program Review Analyst

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

**Background:** The University of West Alabama (UWA) currently has the BA/BS in Integrated Marketing Communication listed at CIP 09.0199 in the Commission's Academic Program Inventory. UWA has proposed the addition of a track in Sports Communication to the existing program.

The program with the proposed track will require a total of 120 semester hours (sh):

General Education	48 sh
Program Core	50 sh
Track	9 sh
Electives	13 sh
Total	120 sh

The program core includes areas in Communications (29 sh); Marketing (15 sh); and Behavioral Science (6 sh).

Courses in the proposed track are: Writing for Sports Media; Sports Publications; Sports Media and Society; Sports Communications Internship

According to the proposal, the proposed track will better prepare students for sports communication graduate work and full-time employment.

**Budgetary Impact:** There will be no additional costs associated with the proposed track. The courses are already offered within the existing program.

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 B-8: The University of West Alabama. Addition of a General Option to the BA/BS in Interdisciplinary Studies (CIP 30.0000)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

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

Background: The University of West Alabama (UWA) currently has the BA/BS in Interdisciplinary Studies listed at CIP 30.0000 in the Commission's Academic Program Inventory. UWA has proposed the addition of a General Option to the existing program.

The program with the proposed option will require a total of 126 semester hours (sh):

General Education	50 sh
Concentration	57 sh
Electives	19 sh
Total	126 sh

According to the proposal, the general option is designed to assist in retention and graduation rates, and to increase the options for students seeking specialized training for various employment opportunities.

**Budgetary Impact:** There will be no additional costs associated with the proposed option. The courses are already offered within the existing program.

Consistent with Commission policy and operational definitions, the option will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

The staff recommends that the proposed option be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM B-9: The University of West Alabama. Addition of a Clinical Concentration to the MS in Experimental Psychology (CIP 42.2704)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

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

Background: The University of West Alabama (UWA) currently has the MS in Experimental Psychology listed at CIP 42.2704 in the Commission's Academic Program Inventory. UWA has proposed the addition of a Clinical Concentration to the existing program.

The program with the proposed concentration will require a total of 39-54 semester hours (sh):

Program Core	15 sh
Concentration	21 sh
Electives	3-18 sh
Total	39-54 sh

The program core consists of the following courses: PY501 & PY502: Statistics and Research Methods I & II; PY510: Advanced Development Psychology; PY 520: Advanced Abnormal Psychology; and PY550: Theories of Personality

The proposed concentration will include the following courses: PY525 Personality Assessment; PY527 The Therapeutic Relationship; PY526 Marriage and Family Therapy; PY528 Health Psychology; PY529 Psychopharmacology; PY560 Psychological Tests and Measurements; PY570 Systems of Psychotherapy; PY596 Professional Orientation; PY598 Practicum; and PY599 Internship.

According to the proposal, the clinical concentration will serve the needs of students seeking clinical training in Psychology, as well as help prepare students for highly competitive doctoral programs in Clinical Psychology or closely related fields.

**Budgetary Impact:** There will be no additional costs associated with the proposed concentration. The courses are already offered within the existing program.

Consistent with Commission policy and operational definitions, the concentration will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.



The staff recommends that the proposed concentration be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM B-10: University of Alabama, Addition of Tracks in Community Nutrition and Clinical Nutrition to the Existing MSHES in Human Environmental Sciences (CIP 19.0101)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

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

Background: The University of Alabama (UA) has the MSHES in Human Environmental Sciences at CIP 19.0101 in the Commission's Academic Program Inventory. UA has proposed the addition of tracks Community Nutrition and Clinical Nutrition to the existing program.

The program with the Community Nutrition Track will require a total of 30 semester hours (sh):

Program Core	12 sh
Track	12 sh
Electives	6 sh
Total	30 sh

Courses in the program core include: Research Methods; Biostatistics; Maternal and Infant Nutrition; Childhood Obesity or Nutrition in the Prevention and Treatment of Chronic Disease.

Courses in the track include: Epidemiology; Community Nutrition I and II; and Child and Adolescent Nutrition.

The program with the Clinical Nutrition Track will require a total of 30 semester hours (sh):

Program Core	12 sh
Track	12 sh
Electives	6 sh
Total	30 sh

Courses in the program core include: Research Methods; Biostatistics; Advanced Vitamin and Mineral Metabolism; and Metabolism of Energy Nutrients.

Courses in the track include: Nutrition Support for the Critically ill; Clinical Nutrition for the Older Adult; Pediatric Clinical Nutrition; Childhood Obesity; and Nutrition in the Prevention and Treatment of Chronic Disease.

According UA, both tracks will address the advanced level training required that both newly graduating and practicing nutrition professionals are seeking while utilizing the strengths of existing faculty at UA.

**Budgetary Impact: No significant budgetary impact is expected.**

Consistent with Commission policy and operational definitions, the tracks will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as a degree program.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM B-11: University of Alabama, Addition of a Consumer Specialization to the Existing BACom in Advertising CIP 09.0903)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

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

Background: The University of Alabama (UA) has the BACom in Advertising at CIP 09.0903 in the Commission's Academic Program Inventory. UA has proposed the addition of a Consumer Specialization to the existing program.

The program with the specialization will require a total of 117-125 semester hours (sh):

General Education	53-55 sh
Program Core	20-23 sh
Electives	32-35 sh
Specialization	12 sh
Total	117-125 sh

Courses in the program core include: Intro to Mass Communication; Mass Communication Law and Regulation; Mechanics of Media Writing; and Advertising Campaign.

Courses in the specialization include: Advertising Media and Advertising Management.

This specialization will offer focused instruction to advertising students who wish to pursue careers in consumer research/insight development.

**Budgetary Impact: No significant budgetary impact is expected.**

Consistent with Commission policy and operational definitions, the specialization 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 specialization 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 B-12:** The University of Alabama, Addition of Options in Nonprofit Communication Management; Sport and Entertainment Communication Management; and Technological and Digital Communication Management to the Existing BACom in Public Relations (CIP 09.0902)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

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

Background: The University of Alabama (UA) currently has the Bachelor of Arts in Communications at CIP 09.0902 in the Academic Program Inventory. UA proposes the addition of options in Nonprofit Communication Management; Sport and Entertainment Communication Management; and Technological and Digital Communication Management to the existing program.

The program with the proposed Non-Profit Communication Management option will require 129-131 semester hours (sh), as listed below:

General Education	53-55 sh
Program Core	29 sh
Electives	38 sh
Proposed Option	9 sh
Total	129-131 sh

Courses in the proposed option include: Special Topics: Nonprofit Communication; Online Magazine Writing; Public Relations Development; and Advertising Management.

The program with the proposed Sport and Entertainment Communication Management option will require 129-131 semester hours (sh), as listed below:

General Education	53-55 sh
Program Core	29 sh
Electives	38 sh
Proposed Option	9 sh
Total	129-131 sh

Courses in the proposed option include: Special Topics: Sport and Entertainment Marketing and Promotion; Online Magazine Writing; Public Relations Development; and Advertising Management.

The program with the proposed Technological and Digital Communication Management option will require 129-131 semester hours (sh), as listed below:

General Education	53-55 sh
Program Core	29 sh
Electives	38 sh
Proposed Option	9 sh
Total	129-131 sh

Courses in the proposed option include: Special Topics: Tech & Digital Communication; Online Magazine Writing; Public Relations Development; and Advertising Management.

- **Budgetary Impact:** No additional funding will be needed to implement the proposed options.

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

Supporting Documentation:

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

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, June 12, 2015

DECISION ITEM C-1: Jefferson State Community College, New Off-Campus Site:  
Boaz High School

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the following new off-campus site for Jefferson State Community College.

Proposal: Jefferson State Community College (JSC) plans to offer courses at the following new off-campus site beginning in fall 2015:

Boaz High School, Boaz, Alabama

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

The proposal was posted on the Commission website from April 9 until April 29, 2015 (twenty days) for public review and comment. No comments were received.

Commission approval is required because Marshall County is outside of JSC's service area. An agreement (attachment 2) between Jefferson State Community College and Snead State Community College has been signed by the Presidents of both institutions for JSC to offer courses at the proposed site.

Supporting Documentation:

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



Attachment 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

**Institution:** Jefferson State Community College  
**Administrator Responsible for Site**  
**Name & Title:** Gary Minnick  
**Telephone:** 256-593-2401  
**Fax:** 256-593-2403  
**E-Mail:** gminnick@boazk12.org  
**Contact Person at Site if Other Than Administrator Above**  
**Name & Title:** Allison Haygood  
**Telephone:** 256-593-2401  
**Fax:** 256-593-2403  
**E-Mail:** ahaygood@boazk12.org  
**Location of Proposed Site**  
**Facility:** Boaz High School  
**Street Address:** 907 Brown St.  
**City:** Boaz **County:** Marshall

**When will you begin offering instruction at this site?**  
 Fall 2016

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

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

**Certification**

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

Signature of President/Chancellor: 

Date: 3/18/2015



Attachment 2

DPI-26

AGREEMENT TO OFFER OFF-CAMPUS INSTRUCTION  
ALABAMA COMMUNITY COLLEGE SYSTEM

College Jefferson State Community College

Proposed Site Boaz High School

College where proposed site is located Snead State Community College

Dates From Fall 2015 To \_\_\_\_\_

In the space below, describe the rationale for offering this off-campus instruction.

Workforce Development Region 2 has identified "Tourism and Recreation" as an emerging target industry. In Marshall County, restaurant owners report a shortage of properly-trained kitchen and management staff. There is an existing, yet unmet, high level of student interest in Culinary Arts: Hospitality Management in the Snead State service area that will make a program viable. However, Snead State is not currently in a position to enable it to offer the program. This arrangement between Jefferson State Community College, Snead State Community College, and Boaz City Schools will fill an identified Region 2 priority industry while also helping meet student demand. Attach to this document a description of how student demand for the proposed site was determined. If a survey of potential students was conducted, provide a copy of the survey instrument, the number of surveys distributed, the number of responses received, and a summary of those responses.

On behalf of Snead State Community College, I respectfully request endorsement of the off-campus initiative documented in this proposal.

[Signature] 2 March 2015  
Signature of the Requesting President Date

I hereby endorse the proposed off-campus instruction outlined in this agreement.

[Signature] 3-6-2015  
Signature of the Host President Date

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, June 12, 2015

**DECISION ITEM C-2:** Shelton State Community College, New Off-Campus Site:  
Demopolis Higher Education Center

**Staff Presenter:** Ms. Margaret Pearson  
Academic Program Review Analyst

**Staff Recommendation:** That the Commission approve the following new off-campus site for Shelton State Community College.

**Proposal:** Shelton State Community College (SHC) plans to offer courses at the following new off-campus site beginning in summer 2015:

Demopolis Higher Education Center, Demopolis, Alabama

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

The proposal was posted on the Commission website from April 9 until April 29, 2015 (twenty days) for public review and comment. No comments were received.

Commission approval is required because Marengo County is outside of SHC's service area. An agreement (attachment 2) between Shelton State Community College and Alabama Southern Community College has been signed by the Presidents of both institutions for SHC to offer courses at the proposed site.

**Supporting Documentation:**

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

Attachment 1

Alabama Commission on Higher Education

**PROPOSAL FOR A NEW OFF-CAMPUS SITE**

**SITE INFORMATION**

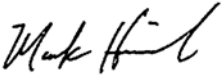
**Institution: Shelton State Community College**  
**Administrator Responsible for Site**  
**Name & Title: Mike Fields**  
**Telephone: 205-391-2461**  
**Fax: 205-391-2941**  
**E-Mail: mfields@sheltonstate.edu**  
**Contact Person at Site If Other Than Administrator Above**  
**Name & Title:**  
**Telephone:**  
**Fax:**  
**E-Mail:**  
**Location of Proposed Site**  
**Facility: Demopolis Higher Education Center**  
**Street Address: 186 Field of Dreams**  
**City: Demopolis** **County: Marengo**  
**When will you begin offering instruction at this site?**

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

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

**Certification**

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

Signature of President/Chancellor: 

Date: 4/7/15



Attachment 2

DPE-26

AGREEMENT TO OFFER OFF-CAMPUS INSTRUCTION  
ALABAMA COMMUNITY COLLEGE SYSTEM

College Shelton State

Proposed Site Demopolis Higher Education Center

College where proposed site is located Demopolis, Alabama

Dates: From 1/1/2015 To 1/1/2020

In the space below, describe the rationale for offering this off-campus instruction.

Following the request of Demopolis City Schools, Demopolis community leaders, and local business and industry, we request to offer instruction for dual enrollment and general education courses at the Demopolis Higher Education Center.

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On behalf of Shelton State Community College, I respectfully request endorsement of the off-campus initiative documented in this proposal.

Andrea Mayfield  
Dr. Andrea Mayfield, President  
Shelton State Community College

4-7-15  
Date

I hereby endorse the proposed off-campus instruction outlined in this agreement.

Reginald B Sykes  
Dr. Reginald Sykes, President  
Alabama Southern Community College

4-7-15  
Date

DECISION ITEM D-1:

Request to Amend Post-Implementation Conditions:  
Northwest Shoals Community College, Certificate in  
Automotive Service Technology (CIP 47.0604)

Staff Presenter:

Dr. Lenny Lock  
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional review period (2015-16 through 2016-17) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of an average of 9 graduates.
- 3) That the institution will submit, no later than August 1, 2017, a second post-implementation report, demonstrating that the program met the post-implementation conditions for graduates.

Background:

The Certificate in Automotive Service Technology was approved by the Commission on September 11, 2009.

The post-implementation report was submitted in April 2015. The program did not meet post-implementation conditions for graduates. The program did meet conditions for enrollments, related employment, and the submission of an overall assessment of the program.

The mission of the program is to prepare students through participation in classroom and lab activities as automotive service technicians who are employed in new vehicle dealerships, independent automotive repair businesses, fleet service centers, and car rental organizations.

Additionally, the program:

Offers a curriculum that reflects current industry standards; and provides students with the necessary experiences, including knowledge of all automotive systems, tools, and equipment, as well as proper troubleshooting and repair techniques, to become employable in the automotive repair industry.

Offers short-term and career certificates that will provide the credentials that are collectively intended to meet identified workforce training needs of the various automotive businesses in the college's service area.

Provides students with the necessary classroom and lab activities according to the National Automotive Technicians Education Foundation (NATEF) standards to prepare students to sit for the National Institute of Automotive Service Excellence (ASE) certification exam.



The request is for a time extension in the projected graduation figure condition.

The specific justifications provided by the institution for the time extension request are:

1. Nine (9) additional students are enrolled this summer in the required classes that complete the certificate program.
2. An additional ten (10) students are on target to complete the certificate program at the end of the 2015-2016 academic year.
3. In Fall of 2012, the College purchased a new property that allowed the Automotive Service Technology program to move from a small, outdated area at the back of the campus to a modern, state of the art equipped shop near the front of the campus with major visibility along a busy street.
4. The College spent \$615,000 on the purchase of the land, building and large equipment. An additional \$333,900 was spent on renovation of the property that was a former People's Tire shop. Also, approximately \$35,000 was spent on smaller equipment and tools for a total capital outlay of \$948,935.
5. The program opened in the new shop area in the spring of 2014. This move met the square footage requirements for National Automotive Technicians Education Foundation (NATEF) certification which the program hopes to achieve by fall 2015.
6. Student advising is being improved beginning summer semester, 2015. The portal that would allow automotive students to register on line without first seeing the instructor has been adjusted to require students to meet with the instructor prior to registration. This will allow the instructor to make sure the students are in both technical and academic classes required for the completion of the certificate program.

In sum, the rationale for the request is based upon the current number of students enrolled, the number of anticipated graduates, new property and other purchases related to the program and its associated increased visibility, the college's significant financial commitment to the

program, anticipated NATEF certification, and improved student advising.

The request is for a time extension in the projected graduation figure condition.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation extension request for Northwest Shoals Community College. Available Upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

**Summary of Report on Post-Implementation Conditions**

**Northwest Shoals Community College (2014 Report)**

- Program: Certificate in Automotive Service Technology (CIP 47.0604)

Approved by Commission: September, 2009

Proposed Implementation Date: January, 2010

Actual Implementation Date: August 2010 (delayed)

Post-Implementation Conditions:

That the annual average new enrollment headcount for the first five years beginning in 2010-11 will be at least 8.

That the annual average number of graduates for the Academic Years 2011-12 through 2014-15 will be at least 9.

That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.

That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Certificate in Automotive Service Technology (CIP 47.0604)	New Enrollment Headcount 2010-11 through 2014-15	Graduates 2011-12 through 2014-15	Percentage of Graduates Employed in Field
Required	8	9	75%
Reported	20	1	88%*

\* Based upon 23/26 (88%) students who completed the 48 hours of the required technical core.

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did not meet the graduation post-implementation requirement.

Condition 3: Eighty-eight percent of the graduates were successful in acquiring related employment.

Condition 4: Overall assessment of the program was provided and sufficient.

DECISION ITEM D-2: Request to Amend Post-Implementation Conditions: University of Alabama at Birmingham, Executive Doctor of Science in Administration – Health Services (CIP 51.0701)

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

Staff Recommendation: That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional review period (2014-15 through 2015-16) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of an average of 10 enrollees.
- 3) That the institution will submit, no later than August 1, 2016, a second post-implementation report, demonstrating that the program met the post-implementation conditions for enrollments.

Background: The Executive Doctor of Science in Administration – Health Services was approved by the Commission on March 27, 2008.

The post-implementation report was submitted in April 2015. The program did not meet post-implementation conditions for enrollments. The program did meet conditions for graduates, related employment, and the submission of an overall assessment of the program.

The program is designed to provide advanced education to current healthcare managers. The Executive Doctor of Science is intended for practicing executives who occupy or are about to enter senior leadership positions in their organizations.

More specifically, the program's goals are to produce doctoral graduates having a set of competencies that enable them to work successfully with a variety of professions for the purposes of health promotion and treating mental illness. Graduates are typically employed to do research in community agencies, health organizations, schools, industry (pharmaceutical, etc.), as well as traditional academic research. Conceptual models from Counseling Psychology with a health psychology/wellness model from Clinical Psychology are combined in this work.

Graduates are prepared to provide care in a variety of settings including medical, traditional mental health or counseling, and the community. Such care includes direct service to individuals and the management of psychological services for individuals and groups using evidence-based interventions.

The request is for a time extension (2014-15 through 2015-16) in the projected enrollment figure condition. The student enrollment figure during this period is requested to be an average of 10.

The rationale provided by the institution for the request is that while market research in 2008 suggested that expecting 12 enrollments was reasonable, subsequent experience has shown this level to be slightly high. While there have been on average 15 admits, the enrollees figure is lower than had been expected because at times students have not been able to secure funding, or have experienced a major change in their professional lives.

It is noteworthy that the number of graduates condition was met (N=9), and that this figure is over triple the viability figure (2.25 for doctoral programs).

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation extension request for the University of Alabama at Birmingham. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

### Summary of Report on Post-Implementation Conditions

#### University of Alabama at Birmingham (2014 Report)

- Program: Executive Doctor of Science in Administration – Health Services (CIP 51.0701)

Approved by Commission: March, 2008

Proposed Implementation Date: June 2009

Actual Implementation Date: June 2009 (on schedule)

#### Post-Implementation Conditions:

That the annual average new enrollment headcount for the first five years beginning in 2009-10 will be at least 12.

That the annual average number of graduates for the Academic Years 2012-13 through 2013-14 (two-year average) will be at least 9.

That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.

That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Executive Doctor of Science in Administration – Health Services (CIP 51.0701)	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	12	9	75%
Reported	11	9	100%

Condition 1: According to the report, the enrollment count benchmark was not met.

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: One-hundred percent of the graduates were successful in acquiring related employment.

Condition 4: Overall assessment of the program was provided and sufficient. It is of interest that a comprehensive exam of the academic coursework is administered, and among other assessment components, organization and alumni satisfaction as well as student and graduate (exit) surveys were also conducted.

DECISION ITEM D-3:

Request to Amend Post-Implementation Conditions:  
University of Alabama at Birmingham and the University  
of Alabama, Shared Bachelor of Arts in African-  
American Studies (CIP 05.0201)

Staff Presenter:

Dr. Lenny Lock  
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional review period (2014-15 through 2015-16) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of an average of 8 graduates.
- 3) That the institution will submit, no later than August 1, 2016, a second post-implementation report, demonstrating that the program met the post-implementation condition for graduates.

Background:

The University of Alabama at Birmingham and the University of Alabama, Shared Bachelor of Arts in African-American Studies was approved by the Commission on March 13, 2009.

The post-implementation report was submitted in September 2014. The program did not meet post-implementation conditions for graduates. The program did meet conditions for enrollments, related employment, and the submission of an overall assessment of the program.

The program is designed as a shared Bachelor of Arts (BA) program in African-American Studies. The program is multidisciplinary in nature. Among other objectives, the program is designed to inculcate critical thinking and to develop related skills such as analytical reading, writing, quantitative literacy, and public speaking so that students are equipped to critically engage, incorporate, and/or represent issues and perspectives regarding race and African-Americans.

The program has the following specific academic objectives:

- 1) To provide a program of in-depth study of African-American experiences in the Western world, including origins and cultural contributions globally, that illuminates the complexity of race and African-American experience.
- 2) To promote understanding and appreciation of human equality and social justice as a way of

addressing conflicts over race and ethnicity and to promote understanding of how these issues relate to matters of diversity in modern American life and the global community.

- 3) To inculcate critical thinking regarding society and self, and to develop related skills such as analytical reading, writing, quantitative literacy, and public speaking so that students are equipped to critically engage, incorporate, and/or represent issues and perspectives regarding race and African-Americans.

The request is for a time extension (2014-15 through 2015-16) in the projected graduates condition. The number of graduates during this period is requested to be an average of 8.

The rationale provided by the institution for the request is the uniqueness and cultural importance of the program; the shared highly collaborative and interdisciplinary nature of the program; the programs' influence of increasing the quality of instruction; and the program's expanded opportunities for internships and growth.

Additionally, the institutions indicate that they have taken steps to further strengthen the curriculum and have made additional hires to facilitate the program's growth.

Further, the program has provided ACHE with data which is stated to support a trajectory of increasing the number of graduates.

Finally, the institutions have indicated additional efforts at meeting the graduation condition, including recruitment from local high schools.

The three letters of support (attached) detail these as well as other rationale on behalf of continuing this program. The letters are from the Provost and Dean at UAB and the Provost at UA.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attachment 1.
2. Three letters of Support, attachment 2.



3. Unpublished post-implementation report and post-implementation extension request for the University of Alabama at Birmingham and the University of Alabama, Available upon request.
4. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

**Attachment 1**

**Summary of Report on Post-Implementation Conditions**

**University of Alabama at Birmingham and the University of Alabama (2014 Report)**

- Program: Bachelor of Arts in African-American Studies (UAB/UA Shared Program) (CIP 05.0201)

Approved by Commission: March, 2009

Proposed Implementation Date: August 2009

Actual Implementation Date: August 2009 (on schedule)

Post-Implementation Conditions:

That the annual average new enrollment headcount for the first five years beginning in 2009-10 will be at least 11.

That the annual average number of graduates for the Academic Years 2009-10 through 2013-14 will be at least 10.

That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.

That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Bachelor of Arts in African-American Studies (Shared Program) (CIP 05.0201)	New Enrollment Headcount 2009-10 through 2013-14	Graduates 2009-10 through 2013-14	Percentage of Graduates Employed in Field
Required	11	10	75%
Reported	16	7	89%

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did not meet the graduation post-implementation requirement.

Condition 3: Eighty-nine percent of the graduates were successful in acquiring related employment.

Condition 4: Overall assessment of the program was provided and sufficient. Among other measures, the assessments focused on student performance of program objectives including critical thinking skills, oral presentation and writing skills, knowledge of the discipline, and history and research methods.

Attachment 2  
Three Letters of Support



April 24, 2015

Dr. Leonard Lock  
Director of Instruction and Special Projects  
Alabama Commission on Higher Education  
100 North Union Street  
P. O. Box 302000  
Montgomery, Alabama 36130-2000

Dear Dr. Lock:

I am writing this letter to express my support and the support of the UAB administration for the continuation of the UAB/UA joint African American Studies program. This important undergraduate program has the goal of providing students on both campuses with a challenging intellectual experience that draws from various disciplines related to the study of African American culture and life.

Over the past two years, we have undertaken significant changes to strengthen the curriculum and structure of the AAS Program at UAB. The Program Directors from both campuses will be meeting soon to identify strategies to achieve recruitment and graduation goals over the next three years.

The UAB Administration is committed to working with Dr. Robert Palazzo, dean of UAB's College of Arts and Sciences and Dr. Kay Morgan, AAS Program Director to strengthen the UAB program and ensure the continuation of the UAB/UA joint BA in African American Studies. We look forward to further collaboration with colleagues at UA to support this unique academic opportunity.

Please feel free to contact us for any additional information that would be helpful.

Sincerely,

A handwritten signature in black ink, appearing to read 'Linda Lucas', is written over a light blue horizontal line.

Linda Lucas, Ph.D.  
Provost

cc: Ray Watts, MD, UAB President  
Bob Palazzo, PhD, UAB Dean, College of Arts and Sciences  
Kay Morgan, PhD, UAB Director of African American Studies  
Joe Benson, PhD, UA Interim Provost and Vice President for Academic Affairs

1019 Administration Building  
701 20th Street South  
205.934.0622  
Fax 205.934.1221

Mailing Address:  
AB 1019  
1530 3RD AVE S  
BIRMINGHAM AL 35294-0110



April 23, 2015

Dr. Leonard Lock  
Director of Instruction and Special Projects  
Alabama Commission on Higher Education  
100 North Union Street  
P. O. Box 302000  
Montgomery, Alabama 36130-2000

Dear Dr. Lock:

I am pleased to write a letter of support for the continuation of the joint UAB-UA African American Studies Program. This unique program, the only joint African American Studies Program in Alabama, offers a major/Bachelor of Arts Degree in AAS as well as minor.

Through the multi-disciplinary delivery of instruction, this program provides students with a comprehensive understanding of African American origins, culture and global contributions. The collaboration between the UAB and UA African American Studies Programs increases the quality of instruction in both programs and expands opportunities for internships and growth.

Since becoming Dean of the College of Arts and Sciences at UAB in 2013, I have worked closely with the new Director, Dr. Kathryn Morgan. Since my tenure, the African Studies Program at UAB has experienced stability, more visibility on campus, significant growth in the number of majors, and increased collaborative efforts between the Dr. Morgan (UAB) and Dr. McKnight (UA). We are optimistic about the joint UAB-UA Program which has embarked on a new era of growth, collaboration, and expansion under Dr. McKnight and Dr. Morgan.

Our first priority is to increase the number of students through recruitment on campuses, in community colleges, and in local high schools. We are committed to enhancing the undergraduate experience by maintaining a curriculum that explores disciplines from a social behavioral and cultural aesthetic approach, expanding course offerings, and promoting internships and study away opportunities, and initiating more honors and research experiences.

As Dean of UAB's College of Arts and Sciences, I fully support the AAS program and will continue to work with Dr. Morgan on this campus to ensure its success.

Sincerely,

A handwritten signature in black ink that reads 'R. E. Palazzo'.

Robert E. Palazzo, Ph.D.  
Dean

**Office of the Dean**  
560 Heritage Hall  
1401 University Boulevard  
205.934.5643  
Fax 205.934.9896

Mailing Address:  
HHB 560  
1720 2ND AVE S  
BIRMINGHAM AL 35294-1152

Office for Academic Affairs

April 20, 2015



Dr. Lenny Lock  
Alabama Commission on Higher Education  
P.O. Box 302000  
Montgomery, Alabama 36130-2000

Dear Dr. Lock:

I write to express the strong support of the administration of The University of Alabama for the continuation of the joint UAB/UA program in African American Studies. This is a very unique program that draws on faculty from a variety of disciplines to explore all aspects of African American Studies. The program is the result of truly collaborative efforts of the faculty and administrations of both UA and UAB. The collaboration between institutions provides a much broader range of faculty expertise which expands the experience provided to students in the program.

The administration of The University of Alabama is strongly supportive of the program at all levels from the Department of Gender and Race Studies, to the College of Arts and Sciences, to the Office for Academic Affairs. Program faculty from both campuses plan to meet within the next several weeks to discuss growth of the program and the deans stand ready to meet as well. As a result of two new hires, the program at UA has grown from 6 majors in 2013 to 23 majors this year. Our goal is to graduate at least 5 students this year; 6 students in 2015-2016 and 7 students in 2016-2017 with at least 32 majors at UA in 2016-2017. The program at UAB is growing as well and we are confident the overall program will exceed the minimum baccalaureate viability standard over the next three years.

Sincerely,

Joe Benson  
Interim Provost and Vice President for Academic Affairs

c: Dean Bob Olin  
Dr. Charles Nash

254 Rose Administration Building  
Box 870114  
Tuscaloosa, Alabama 35487-0114  
(205) 348-4890  
fax (205) 348-9137

**INFORMATION ITEM 1:** Auburn University, Change in the Name of the Department of Geology and Geography to the Department of Geosciences

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

**Staff Recommendation:** For information only.

**Background:** The Auburn University (AU) Board of Trustees has approved a change in the name of the Department of Geology and Geography to the Department of Geosciences. The AU Board of Trustees approval occurred at its February 6, 2015 meeting.

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 2: Auburn University, Establishment of a University College

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

Staff Recommendation: For information only.

Background: Auburn University (AU) has submitted plans to the Commission for the establishment of a University College to be added to the existing structure of academic units at the institution.

According to information submitted by AU, the purpose of the University College is to address the following University needs: 1) ensure that the current Interdisciplinary Studies students have the same level of recognition, graduation honors, and community identification as students in other majors; 2) provide the University with a logical home for the new interdisciplinary and cross-college academic programs and foster growth of such programs; and 3) provide an academic home for interdisciplinary fully distance completer undergraduate programs currently under development.

The University College would house the Interdisciplinary Studies Program, and the Sustainability, Cybersecurity, and the Leadership minors. It would also house the Exploratory Advising Center for First-Year students, a unit called for in the Auburn University Strategic Plan.

The only additional staffing need is for an administrative assistant. There will be some minor start costs. Additional funding will be needed to staff the Exploratory Advising Center.

The AU Board of Trustees approval of the University College proposal occurred at its February 6, 2015 meeting.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the Auburn University Montgomery. Available upon request.

**INFORMATION ITEM 3:** Alabama Department of Postsecondary Education, Statement of Intent to Change Trenholm State Technical College from Technical College to Community College Instructional Role

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

Staff Recommendation: For information only.

Background: The Alabama Department of Postsecondary Education (ADPE) has submitted a Statement of Intent, informing the Commission of the intended change for Trenholm State Technical College from technical college to community college instructional role. This document has been submitted in accordance with the “Guidelines for the Review and Approval of Instructional Role Change from Technical College to Community College” approved by the Commission, December 7, 2012 (Decision item F-1).

The Alabama State Board of Education (SBE), serving in its capacity as the board of trustees for Trenholm State, adopted the Statement of Intent at its March 11, 2015, meeting (attachment 1). In addition to this action, the SBE also endorsed a name change from H. Councilll Trenholm State Technical College to H. Councilll Trenholm State Community College.

The recognition of the Statement of Intent at the June 12, 2015, Commission meeting is to facilitate the timely review of the transition for Trenholm State Technical College, as reflected in the Alabama State Board of Education, Alabama Community College System – Request for Action, attachment 2.

Supporting Documentation:

1. Statement of Intent to Change H. Councilll Trenholm State Technical College from a Technical College to a Community College Instructional Role, attached.
2. Alabama State Board of Education, Alabama Community College System – Request for Action, attached.



**Attachment 1**

**STATEMENT OF INTENT TO CHANGE  
H. COUNCILL TRENHOLM STATE TECHNICAL COLLEGE  
FROM A TECHNICAL COLLEGE  
TO A COMMUNITY COLLEGE INSTRUCTIONAL ROLE**

Pursuant to the authority granted the Alabama State Board of Education (the Board) by the Code of Alabama (1975) Section 16-60-111.4, the Board hereby gives notice of its endorsement of the intent to change the name of H. Councill Trenholm State Technical College to H. Councill Trenholm State Community College. The Board authorizes the college to enhance the educational opportunities for students, citizens and local businesses and industries through expanded programs in pre-baccalaureate academic and technical education.

The purpose of a two-year public institution of higher education is to serve the educational needs of the community. A high concentration of manufacturing industries in the area generates a significant number of jobs that require postsecondary education and training. The College is located in a diverse metropolitan area with several universities nearby, which makes it important that the citizenry of the service area be provided with academic courses that can transfer to universities.

Responding to the above needs, the College applied and was awarded regional accreditation through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Accreditation by SACSCOC signifies that the institution has a mission appropriate to higher education, has resources, programs, and services sufficient to accomplish and sustain that mission, and maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

The change from technical college instructional role to a community college instructional role will signify the ability to offer a balance of academic transfer and career technical programs by the college.

**Attachment 2**

**ALABAMA STATE BOARD OF EDUCATION  
ALABAMA COMMUNITY COLLEGE SYSTEM**

**RECOMMENDATION FOR ACTION**

<u>March 11, 2015</u> <b>Date of Board Meeting Action</b>	<b>Action Item Number</b> <u>VII.A.4.</u> <b>Source</b> <u>President's Request</u>	
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**ACTION ITEM TITLE**

**H. COUNCILL TRENHOLM STATE TECHNICAL COLLEGE**  
*Statement of Intent to Change H. Councill Trenholm State Technical College from a Technical College to a Community College Instructional Role*

**RECOMMENDATION**

It is recommended "That the Alabama State Board of Education adopt the *Statement of Intent to Change H. Councill Trenholm State Technical College from a Technical College to a Community College Instructional Role.*" It is further recommended "that the Board endorse the name change from H. Councill Trenholm State Technical College to H. Councill Trenholm State Community College."

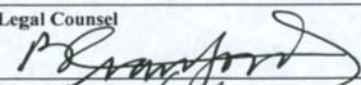
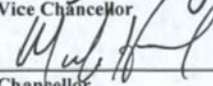
**FISCAL CONSIDERATION**

None.

**RATIONALE**

On February 11, 2015, the State Board of Education formally recognized the change from COE to SACSCOC accreditation and change in instructional role matrix for Trenholm State Technical College. The next step in the approval process is the adoption of the Statement of Intent to change the instructional role from a technical college to a community college. This change in the instructional role will signify the College's ability to meet the balanced needs for both academic and technical programs. Further, this action also endorses the name change from H. Councill Trenholm State Technical College to H. Councill Trenholm State Community College.

The Statement of Intent follows this recommendation.

Code/Statute _____ Policy _____	_____ <b>Director</b>	_____ <b>Date</b>
	_____ <b>Legal Counsel</b>	_____ <b>Date</b>
	 <b>Vice Chancellor</b>	<u>3/4/15</u> <b>Date</b>
	 <b>Chancellor</b>	<u>3/5/2015</u> <b>Date</b>

**Action by Board:**

\_\_\_\_\_ **Tabled**

3-11-15 **Approved**

\_\_\_\_\_ **Disapproved**

\_\_\_\_\_ **Amended (describe)**

\_\_\_\_\_ **Additional action required**

<u>INFORMATION ITEM 4:</u>	<u>Changes to the Academic Program Inventory</u>
<u>Staff Presenter:</u>	Ms. Margaret Pearson Academic Program Review Analyst
<u>Staff Recommendation:</u>	For information only.
<u>Background:</u>	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.
<u>Supporting Documentation:</u>	<ol style="list-style-type: none"><li>1. Academic Program Inventory. Available on the Commission's Website: <a href="http://www.ache.alabama.gov">www.ache.alabama.gov</a>.</li><li>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.</li><li>3. Written unpublished documentation provided by the institutions. Available upon request.</li></ol>

ALABAMA COMMISSION ON HIGHER EDUCATION  
 Friday, June 12, 2015

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.

Drake State Community & Technical College	47.0303	Industrial Maintenance Technology, AAS/C
Snead State Community College	15.0303	Electronic Engineering Technology, AAS
The University of Alabama at Birmingham	51.0706	Health Information Management, BS
	51.1005	Medical Technology, BS
	51.0905	Nuclear Medicine Technology, BS
	51.0908	Respiratory Therapy, BS
The University of West Alabama	43.0203	Fire Science, AAS

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

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

Auburn University Montgomery	<del>52.0604</del>	<del>Business Economics</del> , BSBA
	45.0601	<u>Economics</u>
	52.0801	<del>Banking and Finance</del> , BSBA
		<u>Finance</u>
	52.1201	<del>Information Sciences &amp; Systems</del> , BSBA
	<u>Information Systems</u>	
Auburn University Montgomery	52.1401	<del>Marketing Management</del> , BSBA
		<u>Marketing</u>
	52.1001	<del>Personnel Management</del> , BSBA
	<u>Human Resources Management</u>	
University of Alabama	<del>51.9999</del>	<del>General Health Studies</del> , BS
	51.2201	<u>Public Health</u>
	<del>13.0408</del>	<del>Educational Administration</del> , EdD
	13.0401	<u>Educational Leadership</u>
University of North Alabama	50.0901	<del>General Music</del> , BAM/BSM/ <u>BM</u> Music

C. Programs Placed on Inactive Status

None.

**INFORMATION ITEM 5:** 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:

Athens State University

Certificate in Aviation Management (AVM)

The AVM certificate will be awarded upon the completion of five existing courses (15 semester hours). The need for this certificate has been affirmed by requests made from the Alabama Aviation Center. It will be especially attractive to FAA certified mechanics, avionics specialists, and pilots. Expected learning outcomes for the certificate include basic entry-level knowledge base for aviation management positions including Federal Aviation Regulations, piloting vocabulary, and flight basics.

Management of Technology (MOT)

The MOT certificate will be awarded upon completion of five existing courses (15 semester hours). The need for this certificate has been affirmed by requests from current COB students and graduates who are employed by local technical organizations but have majored in HRM, Accounting, Management, or other non-MOT degree programs. The certificate will be especially valuable for DoD contractor personnel and government civilian workers requiring additional training beyond their BS degree and may also serve as an incentive to attract additional MOT degree program students.

Certificate in Project Management (PM)

The PM certificate will be awarded upon completion of five existing courses (15 semester hours). This certificate will be a benefit to individuals seeking a project management career and/or a professional certification by the Project Management Institute (PMI). A heavy emphasis will be placed on the understanding and practical use of the latest PM software applications

such as Microsoft Project. The certificate will be especially valuable for DoD contractor personnel and government civilian workers employed in DoD project offices and may serve as an incentive to attract additional MOT with PM minor degree program students.

#### Certificate in Educational Technology

This certificate consists of 12 semester hours designed to contribute to professional or personal development, providing educators and trainers with greater opportunities and/or recognition, while staying current in the field. The expected learning outcomes for the certificate include utilizing technological processes and resources in classrooms, schools and in other educational and training settings. Additionally, the certificate will explore and improve skills in the use of educational technologies and blended and online teaching and learning.

#### Certificate in English Language Learner (ELL)

Consisting of 12 semester hours, the ELL certificate is designed to contribute to professional or personal development, providing educators and trainers with greater career opportunities and/or recognition, while staying current in the field. Expected learning outcomes for the certificate include the use of training, knowledge, and skills to teach culturally and linguistically diverse students.

#### Certificate in Instructional Design

The Instructional Design certificate consists of 12 semester hours designed to contribute to professional or personal development, providing educators and trainers with greater career opportunities and/or recognition, while staying current in the field. The expected learning outcomes include applying theory, research, creativity, and problem-solving skills to a variety of technology applications in order to improve learning. The certificate will also help students develop the skills to assess, create, and manage training materials.

#### Certificate in Instructional Technology

The certificate in Instructional Technology will require 12 hours to complete and is designed to contribute to professional or personal development, providing educators and trainers with greater career opportunities and/or recognition, while staying current in the field. Expected learning outcomes for the certificate include utilizing technological processes and resources in adult education and/or training settings. Additionally, the certificate will allow students to utilize technological processes and resources in adult education and/or training settings.

University of North Alabama

Undergraduate Certificate in Global Studies

The 15 semester hour certificate in Global Studies was created for both degree seeking and non-degree seeking students. The certificate will give domestic and international students the opportunity to bring a global perspective to a selection of courses in conjunction with a study abroad experience and study of a second language.

Certificate in Teaching English to Speakers of Other Languages (TESOL)

Consisting of 18 semester hours, the TESOL certificate would be offered to both degree seeking students as well as community persons intending to work with speakers of other languages both in the United States and abroad. This certificate does not constitute K-13 licensure in Alabama. Non-degree seeking students will be admitted to the University via established admissions guidelines. The certificate is designed to provide a broad knowledge of the structures of the English language and the basic methodology of ESL instruction. Many UNA English majors teach abroad after graduation, and most of the companies employing them require a TESOL certificate.

The University of South Alabama

Post-Baccalaureate Certificate in Palliative Care

The Palliative Care certificate is a specialized area in healthcare which seeks to relieve symptoms and improve quality of life for people with serious illnesses. This certificate will require 9 semester hours of graduate level coursework. Completion of the certificate will help prepare individuals to obtain Advanced Certification in Hospice and Palliative Nursing (ACHPN) through the Hospice and Palliative Credentialing Center.

The University of Alabama in Huntsville

The certificate in Pre-Law is designed to provide undergraduate students with skills that are required for law school and the practice of law: analytical reasoning, reading, and writing. It is also intended to provide a background on various perspectives on law from a variety of disciplines not often associated with legal studies, such as sociology, psychology, and English. The certificate will require a total of 15 credit hours to complete.

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 6:** 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.

**Bevill State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Mechanical Maintenance Technology w/2 options	47.0303

<u>Field of Study</u>	<u>CIP Code</u>
Industrial Systems Technology Electrical option and Instrumentation option	15.0404

<u>Field of Study</u>	<u>CIP Code</u>
Industrial Electrical Technology	15.0404

**Bishop State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Logistics, Materials, and Supply Chain w/emp in Logistics Operations Specialist	52.0203

**Calhoun Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Computer Information Systems w/emp in Mobile App Development	11.0101

<u>Field of Study</u>	<u>CIP Code</u>
Business Administration w/emp in Business; Tax Professional; and Accounting Essentials	52.0201

**Faulkner State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Industrial Maintenance	47.0303

**Ingram State Technical College**

<u>Field of Study</u>	<u>CIP Code</u>
Logistics, Materials, and Supply Chain w/emp in Warehouse Operations Specialist & Logistics Operations Specialist	52.0203

**Jefferson Davis Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Office Administration	52.0401
<u>Field of Study</u>	<u>CIP Code</u>
Business	52.0201

**Lawson State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Media Production	10.0202

**Lurleen B. Wallace Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Diagnostic Medical Sonography w/emp in Echocardiography	51.0910
<u>Field of Study</u>	<u>CIP Code</u>
Welding w/emp in Basic SMAW and Cutting	48.0508

**Shelton State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Logistic, Materials, and Supply Chain w/emp in Warehouse Logistics	52.0203

**Snead State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Business	52.0201

**Southern Union State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Machine Tool Technology w/emp in Die Mold Maintenance and Repair and Tool Making	48.0503

**Wallace State Community College (Dothan)**

Field of Study CIP Code

Advanced MIG Welding 48.0508

Field of Study CIP Code

Advanced Pipe Welding 48.0508

**Wallace State Community College (Hanceville)**

Field of Study CIP Code

Business Supervision 52.0204

Field of Study CIP Code

Entrepreneurship Applications 52.0204

Field of Study CIP Code

Financial Applications 52.0204

Field of Study CIP Code

Office Supervision 52.0204

Field of Study CIP Code

Transportation Applications 52.0204

Field of Study CIP Code

Programming 11.0101

Field of Study CIP Code

Computer Technician (A+) Prep 11.0101

Field of Study CIP Code

MOS Core Certification Prep 11.0101

Field of Study CIP Code

MOS Expert Certification Prep 11.0101

Field of Study CIP Code

Web Technology 11.0101

<u>Field of Study</u>	<u>CIP Code</u>
Auto Body w/emp in Collision Repair Non-Structural; Refinishing; Collision Repair Structural	47.0603
<u>Field of Study</u>	<u>CIP Code</u>
Welding w/emp in Fillet Cutting; GTAW Structural Plate; GMAW/FCAW Structural/Pipe Welding; SMAW Structural Plate; SMAW Fillet and Groove Welding; SMAW Structural/ Pipe Fitting; GTWA Structural/Pipe Welding; GMAW/FCAW Structural Plate; GTAW Orbital Pipe Welding	48.0508
<u>Field of Study</u>	<u>CIP Code</u>
Certified Flight Instructor	49.0102
<u>Field of Study</u>	<u>CIP Code</u>
Machine Tool Technology (Level 1)	48.0507
<u>Field of Study</u>	<u>CIP Code</u>
Machine Tool Technology (Level 2)	48.0507
<u>Field of Study</u>	<u>CIP Code</u>
Diesel Technology w/emp in Preventive Maintenance Specialist; and Diesel Engine Specialist	47.0605

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the Alabama Department of Postsecondary Education. Available upon request.

**INFORMATION ITEM 7:** Implementation of Distance Education Programs

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 institutions have reported plans to implement the distance education programs listed.

Alabama A&M University

Instructional Leadership, MEd – CIP 13.0401

Computer Science, MS – CIP 11.0101

Auburn University:

Nutrition, MS – CIP 30.1901

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 8:** Implementation of Approved Programs

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

Staff Recommendation: For information only.

Background: Commission guidelines state that a new program should be implemented in accordance with the timeline presented in the proposal. They further state that any institution having an approved program must notify the Commission in writing when the program is implemented (that is, when the institution has admitted the first student or students into the program). The institution also must notify the Commission in writing if the stated date or academic term of implementation changes. If the program is not implemented within 24 months of the date of approval, regardless of whether the Commission has been notified of the delay, the approval will expire, and the program will be removed from the Commission's Academic Program Inventory. Once an approval has expired, an institution must submit a new program proposal and receive Commission approval of the new proposal in order to offer the program.

Programs Implemented: In accordance with these guidelines, the following institutions have sent notification that the programs listed have been implemented.

Alabama A & M University

Program: Bachelor of Science, in Animal Bio-Health Sciences, B.S. CIP 01.0999  
Approval date: September 12, 2014  
Implementation date: January 2015 (on schedule)  
Post-implementation report date: September 1, 2019.

Program: Master of Science in Kinesiology, M.S., CIP 31.0505  
Approval date: June 13, 2014  
Implementation date: January 2015 (on schedule)  
Post-implementation report date: February 1, 2020.

Program: Bachelor of Music in Music, B.M., CIP 50.0901  
Approval date: September 14, 2012  
Implementation date: January 2013 (on schedule)  
Post-implementation report date: February 1, 2020.

Program: Bachelor of Arts/Science in Interdisciplinary Studies, B.A./B.S., CIP 30.9999  
Approval date: December 7, 2012  
Implementation date: August 2014 (delayed)  
Post-implementation report date: September 1, 2019 (revised).

Program: Bachelor of Arts in Cultural Studies,  
B.A., CIP 05.0299  
Approval date: March 15, 2013  
Implementation date: August 2014 (delayed)  
Post-implementation report date: September 1,  
2019 (revised).

Program: Bachelor of Science in  
Entrepreneurship, B.S., CIP 52.0701  
Approval date: June 14, 2013  
Implementation date: August 2014 (delayed)  
Post-implementation report date: September 1,  
2019 (revised).

Program: Bachelor of Science in Sport  
Management, B.S., CIP 31.0504  
Approval date: June 14, 2013  
Implementation date: August 2014 (delayed)  
Post-implementation report date: September 1,  
2019 (revised).

Program: Master of Science in Communication  
Specialist, M.S., CIP 09.0199  
Approval date: June 14, 2013  
Implementation date: August 2014 (on schedule)  
Post-implementation report date: September 1,  
2019.

Alabama State University

Program: Master of Arts in History, M.A.,  
CIP 54.0101  
Approval date: September 12, 2014  
Implementation date: January 2015 (on schedule)  
Post-implementation report date: February 1,  
2020

Auburn University

Program: Master of Science in Agricultural  
Leadership, M.S., CIP 13.1319  
Approval date: June 13, 2014  
Implementation date: January 2015 (on schedule)  
Post-implementation report date: February 1,  
2020.

Jacksonville University

Program: Bachelor of Science in Education in  
Collaborative K-6, 6-12 Special Education,  
B.S.Ed., CIP 13.1001  
Approval date: September 12, 2014  
Implementation date: October 2014 (on schedule)  
Post-implementation report date: November 2019.

Troy University

Program: Master of Science in Second Language Instruction, M.S. SLI, CIP 13.1401  
Approval date: September 12, 2014  
Implementation date: January 2015 (delayed)  
Post-implementation report date: February 1, 2020 (revised).

University of Alabama at Birmingham

Program: Master of Science Healthcare Quality and Safety, M.S., CIP 30.0601  
Approval date: September 12, 2014  
Implementation date: January 2015 (on schedule)  
Post-implementation report date: February 1, 2020.

Programs Not Implemented:

Commission approval has expired for the following programs that were not implemented by the implementation deadline.

None.

Supporting Documentation:

“Guidelines on Implementation of a New Program,” adopted by the Commission on October 12, 2001, revision approved on September 23, 2005. Available upon request.



**INFORMATION ITEM 9:**

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:

- University of South Alabama, Program: Master of Science in Civil Engineering (CIP 14.0801) *[second report]*
- University of South Alabama, Program: Doctor of Nursing Practice in Nursing (CIP 51.3801) *[second report]*
- Calhoun Community College, Program: Associate in Applied Science in Physical Therapy Assistant (51.0806)
- Troy University, Program: Doctor of Nursing Practice (CIP 51.3802)

Programs that did not meet post-implementation conditions:

- University of Alabama at Birmingham, Program: Executive Doctor of Science in Administration – Health Services (CIP 51.0701) *[A request for an additional post implementation review period is on the agenda as a decision item]*
- University of Alabama at Birmingham and the University of Alabama, Program: Shared Bachelor of Arts in African-American Studies (CIP 05.0201) *[A request for an additional post implementation review period is on the agenda as a decision item]*
- Northwest-Shoals Community College, Program Certificate in Automotive Service Technology (CIP 47.0604) *[A request for an additional post implementation review period is on the agenda as a decision item]*

Supporting Documentation:

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

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

Meeting Conditions:

**University of South Alabama** *[second report]* (2014 Report)

- Program: Master of Science in Civil Engineering (CIP 14.0801)

Approved by Commission: December 2006 *[additional review period granted June 2013]*

Proposed Implementation Date: August 2007

Actual Implementation Date: August 2007

Post-Implementation Conditions: *[second report]*

1. That the annual average new enrollment headcount for the 2012-13 and 2013-14 years will be at least 10, based on the proposal.
2. That the average number of graduates for the academic years 2012-13 and 2013-14 will be at least 5, based on the proposal.

Master of Science in Civil Engineering (CIP 14.0801)	Average New Enrollment Headcount 2012-13 and 2013-14	Average Number of Graduates, 2012-13 and 2013-14
Required	10	5
Reported	13	8

The employment and assessment conditions had been previously met.

Meeting Condition:

**University of South Alabama** *[second report]* (2014 Report)

- Program: Doctor of Nursing Practice in Nursing (CIP 51.3801)

Approved by Commission: September 2006 *[additional review period granted June 2013]*

Proposed Implementation Date: January 2007

Actual Implementation Date: January 2007 (on schedule)

Post-Implementation Condition: *[second report]*

1. That the average number of graduates for the Academic Years 2012-13 and 2013-14 will be at least 33, based on the proposal.

Doctor of Nursing Practice in Nursing (CIP 51.3801)	Average Number of Graduates, 2012-13 and 2013-14
Required	33
Reported	54

The enrollment, employment, and assessment conditions had been previously met.

Meeting Conditions:

**Calhoun Community College** (2015 Report)

- Program: Associate in Applied Science in Physical Therapy Assistant (CIP 51.0806)

Approved by Commission: March 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: February 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2009-10 will be at least 9, based on the proposal.
2. That the average number of graduates for the academic years 2010-11 through 2013-14 (four year average) will be at least 11, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
4. That the institution provide information on accreditation of the program by the Commission on Accreditation of Physical Therapy Education.
5. That the institution report on the passage rate of graduates obtaining licensure related to the proposed program.
6. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Associate in Applied Science in Physical Therapy Assistant (CIP 51.0806)	Average New Enrollment Headcount 2009-10 through 2013-14	Average Number of Graduates, 2010-11 and 2013-14	Percentage of Graduates Employed in Field
Required	9	11	75%
Reported	24	20	100%

The program has attained and maintains Commission on Accreditation of Physical Therapy Education accreditation at all times.

At least 90% of the test takers passed the licensure test in each of the years 2010-11 through 2013-14.

The overall assessment of the program was sufficient based upon both direct and indirect measures.

Meeting Conditions:

**Troy University** (2013 Report)

- Program: Doctor of Nursing Practice (CIP 51.3802)

Approved by Commission: December 2007

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2009

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2009-10 will be at least 20, based on the proposal.
2. That the average number of graduates for the academic years 2010-11 through 2013-14 (four year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Doctor of Nursing Practice in Nursing (51.3802)	Average New Enrollment Headcount 2009-10 through 2013-14	Average Number of Graduates, 2010-11 and 2013-14*	Percentage of Graduates Employed in The Field
Required	20	9	75%
Reported	21	11	96%

The overall assessment of the program was attained based upon a variety of systematic and continuous measures, including as examples -- Synthesis Project Evaluation and Defense, clinical performance evaluations, evidence based practice achievement, assessing understanding of policy, and various satisfaction surveys.

Troy has also successfully fulfilled the five year annual post-implementation reporting submission requirement for the DNP. (Document available on request.)

\*Additionally, while not required to do so, Troy sent correspondence to ACHE (from Chancellor Hawkins, May 12, 2015) stating that there were 12 DNP graduates in the Spring 2015. (Correspondence available upon request.)

Not Meeting Conditions:

**University of Alabama at Birmingham** (2014 Report)

- Program: Executive Doctor of Science in Administration – Health Services (CIP 51.0701)

Approved by Commission: March, 2008

Proposed Implementation Date: June 2009

Actual Implementation Date: June 2009 (on schedule)

Post-Implementation Conditions:

That the annual average new enrollment headcount for the first five years beginning in 2009-10 will be at least 12.

That the annual average number of graduates for the Academic Years 2012-13 through 2013-14 (two-year average) will be at least 9.

That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.

That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Executive Doctor of Science in Administration – Health Services (CIP 51.0701)	New Enrollment Headcount 2009-10 through 2013-14	Graduates 2012-13 and 2013-14	Percentage of Graduates Employed in Field
Required	12	9	75%
Reported	11	9	100%

Condition 1: According to the report, the enrollment count benchmark was not met.

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: One-hundred percent of the graduates were successful in acquiring related employment.

Condition 4: Overall assessment of the program was provided and sufficient. It is noteworthy that a comprehensive exam of the academic coursework is administered, and among other assessment components organization and alumni satisfaction as well as student and graduate (exit) surveys were conducted.

Not Meeting Conditions:

**University of Alabama at Birmingham and the University of Alabama (2014 Report)**

- Program: Bachelor of Arts in African-American Studies (UAB/UA Shared Program) (CIP 05.0201)

Approved by Commission: March, 2009

Proposed Implementation Date: August 2009

Actual Implementation Date: August 2009 (on schedule)

Post-Implementation Conditions:

That the annual average new enrollment headcount for the first five years beginning in 2009-10 will be at least 11.

That the annual average number of graduates for the Academic Years 2009-10 through 2013-14 (five year average) will be at least 10.

That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.

That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Bachelor of Arts in African-American Studies (Shared Program) (CIP 05.0201)	New Enrollment Headcount 2009-10 through 2013-14	Graduates 2009-10 through 2013-14	Percentage of Graduates Employed in Field
Required	11	10	75%
Reported	16	7	89%

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did not meet the graduation post-implementation requirement.

Condition 3: Eighty-nine percent of the graduates were successful in acquiring related employment.

Condition 4: Overall assessment of the program was provided and sufficient. Among other measures, the assessments focused on student performance of program objectives including critical thinking skills, oral presentation and writing skills, knowledge of the discipline, and history and research methods.

Not Meeting Conditions:

**Northwest Shoals Community College** (2014 Report)

- Program: Certificate in Automotive Service Technology (CIP 47.0604)

Approved by Commission: September, 2009

Proposed Implementation Date: January, 2010

Actual Implementation Date: August 2010 (delayed)

Post-Implementation Conditions:

That the annual average new enrollment headcount for the first five years beginning in 2010-11 will be at least 8.

That the annual average number of graduates for the Academic Years 2011-12 through 2014-15 (four-year average) will be at least 9.

That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.

That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Certificate in Automotive Service Technology (CIP 47.0604)	New Enrollment Headcount 2010-11 through 2014-15	Graduates 2011-12 through 2014-15	Percentage of Graduates Employed in Field
Required	8	9	75%
Reported	20	1	88%*

\* Based upon 23/26 (88%) students who completed the 48 hours of the required technical core.

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did not meet the graduation post-implementation requirement.

Condition 3: Eighty-eight percent of the graduates were successful in acquiring related employment.

Condition 4: Overall assessment of the program was provided and sufficient.



# INSTITUTIONS OF HIGHER EDUCATION

