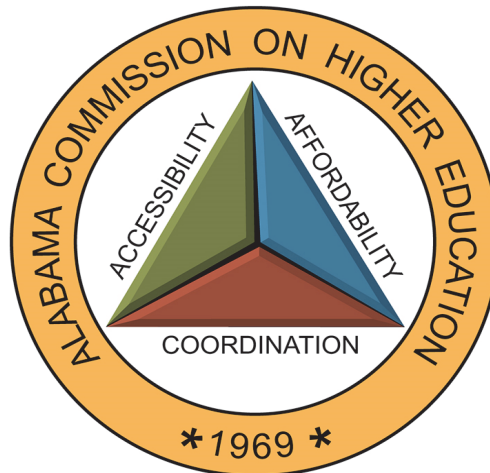


Alabama Commission on Higher Education
RSA Union Building, 100 North Union Street, Room 782
Montgomery, Alabama 36104
Office: 334-242-1998
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Website: www.ache.alabama.gov

COMMISSION MEETING

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



June 10, 2016
10:00 a.m.

Alabama Commission on Higher Education 2016 Committee Structure

Executive Committee

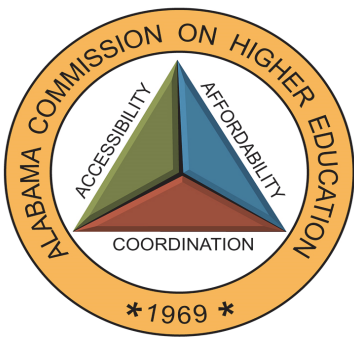
Larry Hughes, Chairman
Charles Ball, Vice-Chairman
Charles E. Sanders
William R. Jones, Jr.

Instructional Affairs Committee

Charles E. Sanders, Chairman
Karen Calametti
Randy McKinney
Stan R. Pylant
Miranda Bouldin Frost

Finance Committee

William R. Jones, Jr., Chairman
Charles Buntin
Darius Foster
Patricia McGriff
Timothy Gyan



AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

June 10, 2016
10:00 a.m.

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X. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

March 11, 2016

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, March 11, 2016 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Hughes called the meeting to order at 10:00 a.m.

Commissioner Hughes welcomed presidents, institutional representatives, and guests.

II. Roll Call of Members and Determination of Quorum

Members present: Charles Ball, Charles Sanders, Karen Calametti, Larry Hughes, Randle McKinney, Charles Buntin, Miranda Bouldin Frost, William Jones and Timothy Gyan. Members absent: Darius Foster, Steve Pylant, and Patricia McGriff. A quorum was determined by roll call of members present.

III. Approval of Agenda

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

IV. Consideration of Minutes of December 4, 2015

RESOLVED: Commissioner Ball moved for approval of the December 4, 2015 minutes. Commissioner Buntin seconded. Motion carried. The minutes were approved.

V. Chairman's Report

Commissioner Hughes congratulated Commissioners Frost, Gyan, and McKinney for their Senate confirmation.

He commended the University of Montevallo and their students for being named the state's Green Ribbon University.

VI. Executive Director's Report

Dr. Fitch provided Commissioners with a copy of "*Alabama Hot 40 Demand Occupations*" brochure. The brochure, published by the Alabama Department of Labor, lists forty high demand occupations in the state with degree requirements, average salary, training required and annual openings. The most recent data can be accessed on the website at <http://labor.alabama.gov/lmi>.

Copies of the Fall 2015 Institutional Profiles were distributed to Commissioners. Dr. Fitch stated that as a cost saving measure, the Profiles are now available on the ACHE website; however, hard copies were provided to some legislators. He encouraged Commissioners and institutional representatives to review the document.

The Commissioners were also provided with budget information that Dr. Fitch presented to the legislature during budget hearings. He stated that legislators were particularly interested in demographics. He encouraged institutional representatives to report their data to the Commission staff.

VIII. Decision Items

A. Administrative Code: Proposed Amendments to Program Review Chapter 300-2-1-.02

Dr. French explained that the legislation of the Administrative Procedures Act is intended to provide procedural code for the operation of all state agencies when action is taken regarding the rights and duties of the public. The administrative code is a compilation of the rules of all state agencies that are subject to the act. The code is published by the Legislative Reference Service and the Commission's rules and regulations are in this code as a public record under chapter 300. What is contained in chapter 300 are the identification of the specific rules and regulations of the commission, definitions that are specific to those rules and regulations, as well as the administrative remedy in the case of a challenge.

The rationale for the proposed amendments are in response to the Red Tape Reduction Act which was passed in 2013 requiring all state agencies subject to the legislation to review or revise the regulations within a five-year period. The amendments proposed are for a particular section within the programmatic review section of the code dealing specifically with the non-resident institutions operating in the state. In addition, the amendments proposed will clarify the state authorization process, update references to the licensure agency, and update previously established protocols that are no longer relevant.

The first step in the process of adoption of any new proposed amendment is the approval of the Commission. Once the Commission approves the amendments they are sent by a notice of intent to the Legislative Reference Service. After a thirty-five-day period of comment, the changes are then certified by the Executive Director of the Commission. The certified copy of the amended section of the code is then delivered to the Alabama Legislative Reference Service and ultimately published in the administrative code.

RESOLVED: Commissioner Jones moved to accepted the staff recommendation for approval. Commissioner Sanders seconded. Motion passed.

B. Administrative Code: Proposed Amendments to Federal Programs Chapter 300-2-6-.01; 300-2-6-.02; 300-2-6-.03

Dr. French stated that this section of the Administrative Code covers the competitive grant program funded by the U.S. Department of Education and administered by the Commission. The changes in this particular section are only editorial with no substantive changes.

RESOLVED: Commissioner Calametti moved to accept the staff recommendation for approval. Commissioner Buntin seconded. Motion passed.

C. Alabama Commission on Higher Education Privacy and Security Policy and Plan

Mr. Tom Willard stated that the Commission staff is concerned about the security of the information systems maintained and the privacy of student data, especially in today's environment where there are those who try to hack into information systems and disrupt them. For this reason, staff continuously assess the ACHE system to keep the system secure.

Last September, the former Alabama Secretary of Information Technology mandated the use of a federal standard in protecting student data. The Commission has been working to develop an advanced privacy and security policy plan that would adhere to federal standards and also meet the Family Education Rights and Privacy Act (FERPA).

The staff is requesting that the Commission authorize the Executive Director to put into place an advanced privacy and security policy plan to meet FERPA and other state policies and to make periodic changes as needed.

RESOLVED: Commissioner Ball moved to accept the staff recommendation for approval. Commissioner Buntin seconded. Motion passed.

D. Academic Programs

1. University of Alabama in Huntsville, Bachelor of Science/Bachelor of Arts in Professional Studies (CIP 30.9999)

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

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

2. University of Montevallo, Bachelor of Arts/Bachelor of Science in Environmental Studies (03.0103)

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

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

3. University of North Alabama, Bachelor of Science in Exercise Science
(CIP 31.0505)

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

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

4. University of North Alabama, Bachelor of Science in Sport and Recreation
Management (CIP 31.0504)

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

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

5. Shelton State Community College, Associate in Applied Science in Auto
Mechanics (CIP 47.0604)

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 Calmetti seconded. Motion passed.

6. Shelton State Community College, Associate in Applied Science and Certificate in
Logistics/Supply Chain Management (CIP 52.0203)

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

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

7. University of Alabama at Birmingham, Master of Science in Health Physics
(CIP 51.2205)

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 Calametti seconded. Motion passed.

8. University of Alabama in Huntsville, Master of Arts in Professional Communications (CIP 09.0100)

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 Frost seconded. Motion passed.

9. Jacksonville State University, Master of Science in Instructional Technology (CIP 13.0501)

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 Sanders seconded. Motion passed.

E. Intent for Consolidation/Merger of Two-Year Postsecondary Institutions

1. Statement of Intent Regarding the Consolidation-Merger of Central Alabama Community College, Chattahoochee Valley Community College, and Southern Union State Community College

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 Ball seconded. Motion passed.

2. Statement of Intent Regarding the Consolidation-Merger of Faulkner State Community College, Jefferson Davis Community College, and Alabama Southern Community College

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 Sanders seconded. Motion passed.

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

1. University of Montevallo, Addition of a Concentration in Criminology to the Existing BA/BS in Sociology (CIP 45.1101)

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 Buntin seconded. Motion passed.

2. University of North Alabama, Addition of an Emphasis in Organizational Leadership to the Existing BIS in Interdisciplinary Studies (CIP 30.0000)

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

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

3. University of South Alabama, Addition of Four Concentrations in Performance Brass; Performance Woodwind; Conducting Coral; and Conducting Instrumental to the Existing MM in Music, General (CIP 50.0901)

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. Motion passed.

4. Calhoun Community College, Addition of an Option in Advanced Manufacturing Technology to the Existing AAS in Advanced Manufacturing Technology (CIP 15.0613)

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

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

5. Auburn University, Alteration of the DVM in Veterinary Medicine (CIP 51.2401)

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 Calametti seconded. Motion passed.

6. University of Alabama at Birmingham, Addition of a Dietitian Education Program Track to the Existing MS in Nutrition Sciences (CIP 51.3102)

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

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

7. University of West Alabama, Addition of a Track in Graphic Design to the Existing BA/BS In Integrated Marketing Communications (CIP 09.0199)

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

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

8. University of West Alabama, Addition of a Concentration in Health and Sports Psychology to the Existing MS in Experimental Psychology (CIP 42.2704)

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

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

9. University of West Alabama, Addition of a Track in Creative Writing to the Existing BA/BS in English (CIP 23.0101)

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

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

VIII. Information Items

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

1. University of South Alabama, New Exempt Off-Campus Site
2. Jacksonville State University, Change in the Name of the Department of Health, Physical Education, and Recreation to the Department of Kinesiology
3. Jacksonville State University, Change in the Name of the Office of Educational Technology and Support to the Office of Teaching, Learning, and Technology
4. University of South Alabama, Change in the Name of the Department of Foreign Languages and Literatures to the Department of Modern and Classical Languages and Literature
5. University of South Alabama, Change in the Name of the Department of Civil Engineering to the Department of Civil, Coastal, and Environmental Engineering
6. Auburn University, Addition of a Class AA Collaborative Teacher (K-6 & 6-12) Certificate to the EdS in General Education (CIP 13.0101)
7. University of West Alabama, Change in the Name of the College of Business to the College of Business and Technology
8. Implementation of Approved Programs
9. Summary of Post Implementation Reports
10. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
11. Changes to the Academic Program Inventory
12. Implementation of Non-Degree Programs at Senior Institutions
13. Implementation of Distance Education Programs

X. Adjournment

The meeting was adjourned at 10:40 a.m. The next meeting of the Commission is scheduled for June 10, 2016.

Larry Hughes, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2016.

Gregory G. Fitch, Executive Director

Notary Public

DRAFT

DECISION ITEM A: Amendments to the Administrative Procedures for the Police Officer's and Firefighter's Educational Assistance Program.

Staff Presenter: Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission approve the proposed amendments to the administrative procedures related to the Police Officer's and Firefighter's Educational Assistance Program (POFSEAP).

Background: The Code of Alabama (1975), Title 36, Section 21-100-105 charges the Alabama Commission on Higher Education with the administration of the POFSEAP.

The staff recommends changes to the program's Administrative Code (see attachment) to reflect the following.

1. Addition of Rescue Squad Members - During the 2016 Session of the Alabama Legislature, Act 2016-385 was passed. This act added rescue squad workers (as defined) who are either killed or permanently disabled in the line of duty to the program.
2. Addition of Volunteer Firefighters - There is also additional language recommended for inclusion that was included in 2009 legislation, but which currently is not reflected in the Administrative Code, related to the volunteer firefighters (as defined).

Note: The proposed amendments described in Attachment 1 related to the rescue squad members and voluntary firefighters are related to language that is in statute. They are not policies, rules or procedures being promulgated by the Commission under its rule-making authority.

3. Definitions of Full-time and Half-time Students – these definitions are being added for the sake of clarity. These are standard definitions for both. These two definitions are being promulgated by the Commission under its rule-making authority.

In the attachment, please note that old language is struck-through and new language is underlined.

Supporting Documentation: 1. Proposed amendments to Chapters 300-4-7.01, .03 and .07, Alabama Administrative Code (attached).

2. Act No. 2016-385. Available upon request.
3. Code of Alabama, 1975, Title 36, Section 21, -
100-105. Available upon request.

Attachment 1

300-4-7-.01 Goal.

The goal of the Police Officer's and Firefighter's Survivor's Educational Assistance Program is to provide for tuition assistance and other costs for an undergraduate student in a state college, state community college, state junior college, state technical college, or state university, in the state of Alabama, who is the dependent child, or spouse who has not remarried, of a law enforcement officer, or firefighter (including volunteer firefighters, as defined) or rescue squad member, as defined killed or totally and permanently disabled in the line of duty.

Author: Dr. William H. Wall

Statutory Authority: Code of Ala. 1975, Alabama Act 87-609, as amended by Alabama Acts 99-448, and 2000-808, 2009-631 and 2016-385.

History: Filed April 6, 1988. **Amended:** Filed December 20, 1999; effective January 24, 2000.

Amended (updated Statutory Authority only): Filed January 12, 2001; effective February 16, 2001.

300-4-7-.04 Definition Of Terms.

(1) **Academic Qualifications and Satisfactory Progress of Eligible Students:** A student is considered academically qualified if he/she is currently enrolled and matriculated, or has been enrolled in an eligible program of an eligible institution, and is maintaining, or did maintain, satisfactory progress in a course of study he or she is or was pursuing according to the standards and practices of the institution in which the student is or was in attendance. A participating institution must check whatever elements of its satisfactory progress standards are applicable for each payment period.

(2) **Board:** Tuition Eligibility Board.

(3) **Educational Grant:** A grant is defined as a financial award by the state of Alabama to a Police Officer's and Firefighter's Survivor's Educational Assistance Program applicant who is designated to be an eligible student who was enrolled in, or is enrolled in, or accepted for enrollment, in an eligible institution, and is to be awarded to the student to defray direct educational-related expenses: tuition, and mandatory fees as stated in the institution's catalog, plus the cost of books and supplies.

(4) **Cost of Education:** The cost of education is defined as the cost of instruction and fees to the student, as stated in the institution's catalog, plus the cost of books and supplies.

(5) **Eligible Institution:** An eligible institution is a public postsecondary educational institution -- a state college, state community college, state junior college, state technical college, or state university -- in the state of Alabama and which submits a complete application to the Police Officer's and Firefighter's Survivor's Educational Assistance Program for grant assistance to its students and complies with all regulations of the Alabama Commission on Higher Education.

(6) **Eligible Program:** An eligible program is any program leading to a diploma, certificate, or undergraduate degree in a state college, state community college, state junior college, state technical college, or state university, in the State of Alabama.

(7) **Eligible Student:** An eligible student is an applicant who completes a Police Officer's and Firefighter's Survivor's Educational Assistance Program application, and

(a) Is classified as an undergraduate student as defined in .04(15);

(b) Is enrolled or accepted for enrollment, or was enrolled, in an eligible program within an eligible institution for a minimum of 6 semester/quarter hours per academic term;

(c) Is making satisfactory academic progress as defined by the eligible institution and consistent with guidelines applicable to Title IV programs at the institution or institutions;

(d) Is the dependent child, or spouse who has not remarried of a full-time law enforcement officer or firefighter employed by the State, by any county, or by any municipality, and any volunteer firefighter, as defined, or rescue squad members, as defined and killed or totally and permanently disabled in the line of duty.

1. Volunteer Firefighter – any person who meets all requirements set forth by his or her department, as attested by the chief of that department, and who is any of the following: a member of a certified volunteer fire department as provided in Code of Alabama (1975), Section 9-3-17; a volunteer firefighter of a fire department of an incorporated municipality; a volunteer firefighter of a fire district established pursuant to state law.

2. Rescue Squad Member - A member of an organized rescue squad of a city, town, county, or other subdivision of the state or of a public corporation, organized for the purpose of providing, within the scope of his or her practice: First aid, treatment or transport of the sick or injured; rescue or recovery operations at incidents of drowning; search and rescue of individuals lost or incapable of self-rescue; or any other emergency or non-emergency incident where the services provided by the rescue squad are deemed necessary for incident stabilization. The term includes all commanders, officers, and member of organized rescue squads that are members of the Alabama Association of Rescue Squads.

4. a. If a dependent child, natural or adopted, the applicant must be under 21 years of age at the time of death of the law enforcement officer or firefighter;

2. b. If a spouse, the applicant must not have remarried and must enroll in an eligible program of an eligible institution within five years of the death or total and permanent disability of a law enforcement officer, ~~or~~ firefighter as defined, or rescue squad member, as defined or within five years from October 1, 2000 for persons whose spouses became totally and permanently disabled in the line of duty on or after July 23, 1987.

(8) False Statement or Misrepresentation: Any person who knowingly makes or furnishes any false statement or misrepresentation knowing the same to be false, for the purpose of enabling an individual or institution to obtain monies wrongfully under this program, shall be guilty of a Class A misdemeanor, and upon conviction thereof, shall be subject to a fine or to imprisonment, or to both, as such misdemeanor is defined in Act No. 607, S.33 of the 1977 Regular Session (Acts 1977, No. 11, p. 812).

(9) Matriculated Status of Eligible Students:

(a) To be eligible for a Police Officer's and Firefighter's Survivor's Educational Assistance program grant, a student must be or have been in a "matriculated status" in an eligible program leading to a diploma, certificate, or undergraduate degree in an eligible institution. For purposes of the Police Officer's and Firefighter's Survivor's Educational Assistance program, a student shall be considered in "matriculated status" if he or she is enrolled, or has been enrolled, in an appropriate diploma, certificate, or degree program.

(b) A student is to be considered matriculated and eligible only if the courses pursued by the student are fully recognized as contributing toward fulfillment by the students of the requirements for completion of the program. That the student may be required, or has been required, to complete certain courses to make up deficiencies in background or training does not necessarily negate the student's status as a recognized certificate, diploma, or degree candidate,

so long as acceptance and credit are not contingent upon additional and special requirements designed to establish his/her qualifications to pursue the program successfully. If credit toward the certificate, diploma, or degree is conditional upon satisfactory completion of additional special requirements, then the student must be considered not fully matriculated and ineligible for assistance during his/her present program of study.

(c) A student who meets all eligibility requirements for the Police Officer's and Firefighter's Survivor's Educational Assistance Program and who is, or has been, permitted to enroll in an eligible institution or an early admission basis is eligible to receive an educational grant provided he/she meets all other matriculated status criteria of these procedures.

(10) Public Institution of Higher Education. A public institution of higher education is an educational institution which,

(a) Is in Alabama;

(b) Admits as regular students only persons who have a high school diploma or have the recognized equivalent of a high school diploma, or are beyond the age of compulsory school attendance, and have the ability to benefit from the training offered;

(c) Is legally authorized to provide an educational program beyond secondary education;

(d) Provides an educational program for which it awards an associate or baccalaureate degree, or provides at least a two-year program which is acceptable for full credit toward a baccalaureate degree, or provides at least a one-year training program which leads to a certificate or diploma and prepares students for gainful employment in a recognized occupation;

(e) Is accredited by a nationally-recognized accrediting agency or association or, if not accredited, is an institution whose credits are determined to be accepted on transfer by at least three accredited institutions on the same basis as transfer credits from fully accredited institutions.

(11) Refund Policies and Procedures.

(a) If a student transfers, or becomes ineligible for an educational grant, prior to the delivery of program funds to the student, the institutional financial aid administrator will not disburse Police Officer's and Firefighter's Survivor's Educational Assistance Program funds to the student.

(b) If a student withdraws from school or reduces his/her course load after receiving Police Officer's and Firefighter's Survivor's Educational Assistance program funds, but before the end of the academic term or terms, and is not entitled to a refund in accordance with the institution's refund policy, the Police and Firefighter's Survivor's Educational Assistance Program will not require a refund of any portion of the educational grant which was utilized by the student toward payment of the institution's net charges to the student for the period of actual attendance. However, if an educational grant award payment to the student exceeds the amount of the educational costs of the student, the institution must return to the Police Officer's and Firefighter's Survivor's Educational Assistance Program the refund amount and the institution must maintain with the student's records documentation listing (a) the date the student withdrew, (b) the net institutional charges to the student for the period of the student's attendance, (c) the amount of the student's educational grant award, and (d) the amount of refund due the Police Officer's and Firefighter's Survivor's Educational Assistance Program.

(12) Student Application Procedure: Each applicant for a Police Officer's and Firefighter's Survivor's Educational Assistance Program grant must submit to the Alabama Commission on Higher Education a Police Officer's and Firefighter's Survivor's Educational Assistance Program

student application. Completed applications will be forwarded to the Tuition Eligibility Board for review and certification of eligibility.

(13) Transfer Student: Each Police Officer's and Firefighter's Survivor's Educational Assistance Program award is made on the basis of the student applicant's attending the postsecondary educational institution listed on his/her student application form. An award recipient who elects to transfer to another educational institution may apply for a new award in accordance with the student application procedure. The original application will be cancelled automatically, unless the student has met the student eligibility requirements for receipt of funds for attendance at that institution. A Police Officer's and Firefighter's Survivor's Educational Assistance Program award is not transferable from one institution to another.

(14) Tuition: Tuition is defined as the cost of instruction and fees to the student as stated in the institution's catalog, plus the cost of books and supplies. Higher Education Chapter 300-4-7 Supp. 3/31/01 4-7-7 (15) Undergraduate Student: An undergraduate student is defined as a person who is or was enrolled in an eligible program at an eligible institution and has not earned a baccalaureate or professional degree. Students who have previously earned a baccalaureate or professional degree, even though they may be enrolled in an undergraduate course of study, are not eligible for a Police Officer's and Firefighter's Survivor's Educational Assistance Program grant.

(15) Full-time Student: A full-time student is an enrolled student who is carrying a full-time academic workload which amounts to the equivalent of a minimum of 12 semester hours or 12 quarter hours per academic term.

(16) Half-time Student: A half-time student is an enrolled student who is carrying a half-time academic workload which amounts to the equivalent of a minimum of 6 semester hours or 6 quarter hours per academic term.

Author: Dr. William H. Wall

Statutory Authority: Code of Ala. 1975, Alabama Act 87-609, as amended by Alabama Acts 99-448, and 2000-808, 2009-631 and 2016-385.

History: Filed April 6, 1988. **Amended:** Filed December 20, 1999; effective January 24, 2000. **Amended:** Filed January 12, 2001; effective February 16, 2001.

300-4-7-.06 Application Processing Procedures.

The following procedures shall be the method used by the Alabama Commission on Higher Education for making available Police Officer's and Firefighter's Survivor's Educational Assistance Program awards to eligible students at eligible institutions:

(a) Applications may be obtained ~~from eligible institutions and~~ from the Alabama Commission on Higher Education.

b) The applicant shall be required to complete the application form and attach documentation to substantiate eligibility. Such documentation must include a copy of a natural child's birth certificate, adoption papers for an adopted child, or marriage certification by a spouse, and a death certificate for the police officer, ~~or firefighter,~~ as defined, or rescue squad member, as defined, killed in the line of duty, or the certification by a qualified physician of the police officer's, ~~or firefighter's,~~ as defined, or rescue squad member's, as defined, total and permanent disability as a result of service in the line of duty.

(c) The applicant shall forward the completed application form, with attached documentation, to the Alabama Commission on Higher Education.

(d) Each application shall have a preliminary review by the Alabama Commission on Higher Education staff to determine if the application is complete and contains all required documentation. Each student applicant shall be notified by the Alabama Commission on Higher Education when an application is incomplete and additional information is needed. The Alabama Commission on Higher Education shall notify any student who does not meet student eligibility criteria and is, therefore, ineligible for a Police Officer's and Firefighter's Survivor's Educational Assistance Program award.

(e) Complete applications of applicants who appear to meet the eligibility criteria for participation in the Police Officer's and Firefighter's Survivor's Educational Assistance Program shall be forwarded by the Commission on Higher Education to the Chairman of the Tuition Eligibility Board.

(f) The Chairman of the Tuition Eligibility Board shall review the application, in consultation with other members of the Board, as directed by Board policy, and determine if the applicant meets the eligibility requirements for participation in the program. Upon signature of the Board Chairman, the application shall be returned to the Alabama Commission on Higher Education for processing.

(g) Upon receipt of the approved application, the Alabama Commission on Higher Education shall request the eligible institution to submit an invoice for reimbursement of tuition, fees, books, and supplies for each term the applicant is eligible to receive benefits through the Police Officer's and Firefighter's Survivor's Educational Assistance Program. Original receipts must accompany institutional invoices submitted to the Commission.

(h) Payments for eligible students shall be forwarded to the financial aid office of the eligible institution.

Author: Dr. William H. Wall

Statutory Authority: Code of Ala. 1975, Alabama Act 87-609, as amended by Alabama Acts 99-448, ~~and~~ 2000-808, 2009-631 and 2016-385.

History: Filed April 6, 1988. **Amended:** Filed December 20, 1999; effective January 24, 2000. **Amended (updated Statutory Authority only):** Filed January 12, 2001; effective February 16, 2001.

June 10, 2016

DECISION ITEM B-1: University of Alabama, University of Alabama at Birmingham, and University of Alabama in Huntsville Dissolution of the Joint Doctor of Nursing Practice [DNP] (CIP 51.3818)

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

Staff Recommendation: That the Commission approve the proposed dissolution of the joint DNP program.

Background: The Joint Doctor of Nursing Practice (DNP) Program was established in 2008 and professionally accredited in 2010 for post-master's students. Since that time the three UA System Colleges/Schools of Nursing have worked in an effective collaboration to provide this degree. Those colleges/schools are The University of Alabama (UA) Capstone College of Nursing, The University of Alabama at Birmingham (UAB) School of Nursing, and The University of Alabama in Huntsville (UAH) College of Nursing.

Regarding the rationale for the dissolution of this joint DNP, a national study of DNP programs conducted by the RAND Corporation and recommendations from the National Organization of Nurse Practitioner Faculties have recently emphasized the need to transition advanced practice nursing (APN) DNP programs from the post-master's level to beginning at the post-baccalaureate level.

These new programs must include content formerly taught in master's level programs, as well as the content from the post-master's level DNP program, while initially allowing entry points for applicants with either BSN or MSN degrees.

Relatedly, national accreditation and educational requirements have created an impasse for the Joint DNP program as the master's programs in each of the three UA System nursing colleges/schools are individually accredited, limiting each school's ability to offer the post-baccalaureate DNP degree.

Hence, the proposers state that to better meet needs of students seeking graduate education in nursing in the State of Alabama, the UA System's three nursing colleges/schools must be able to offer the post-baccalaureate DNP degree pathway while maintaining the post-master's to DNP pathway.

The curriculum, budgetary impacts, student demand, and all other new program proposal review topics as well as associated documentation are provided in the following separate UA, UAB, and UAH DNP proposal request agenda items.

The letter from Dr. Charles Nash, The University of Alabama System Vice Chancellor of Academic Affairs, to ACHE Staff formally requesting the dissolution of this jointure is shown in

June 10, 2016

attachment 1. The letter further details the impetus, context, and bases for the programmatic restructuring as well. The letter has also been signed by the provosts from each of the three Universities.

The staff recommends that the proposed dissolution of the joint DNP program be approved.

Supporting Documentation:

1. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
2. Letter from Dr. Charles Nash, Vice Chancellor of Academic Affairs to ACHE Staff Formally Requesting the Dissolution of the DNP Jointure, attached.

June 10, 2016

ATTACHMENT 1

Letter from Dr. Charles Nash Formally Requesting the Dissolution of the DNP Jointure



THE UNIVERSITY of
ALABAMA SYSTEM

*The University of Alabama
The University of Alabama at Birmingham
The University of Alabama in Huntsville*

OFFICE OF ACADEMIC AND
STUDENT AFFAIRS

March 23, 2016

Dr. Leonard Lock
Director of Instruction and Special Projects
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, AL 36130-2000

Dear Dr. Lock:

Per our telephone conversation last Friday, I am submitting this letter on behalf of the three campuses of The University of Alabama System and the System Office. This letter addresses the dissolution of the current Joint Doctor of Nursing Practice [DNP] program that has been offered by UAB, UA, and UAH since 2008. This letter also addresses the current request to restructure this program and to permit the offering of three separate, distinctive, and collaborative degrees at UAB, at UA, and at UAH.

The Commission is requested to approve the dissolution of the Joint Doctor of Nursing Practice degree among The University of Alabama, The University of Alabama at Birmingham, and The University of Alabama in Huntsville.

Upon the dissolution of the Joint Program, the Commission is requested to immediately approve the offering of separate and distinctive DNP programs as per the three proposals that were initially approved by The Board of Trustees of The University of Alabama on February 5, 2016 and submitted to the Alabama Commission on Higher Education on February 5, 2016.

The essential elements of the proposals before the Commission are itemized below:

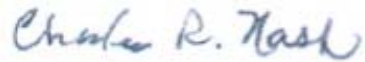
1. Since 2008, the profession of nursing has much better defined and determined what should be the nature of the Doctor of Nursing Practice degree.
2. Accrediting organizations have better developed standards and protocols to be used in the assessment and accreditation of DNP programs.

500 University Boulevard East
Tuscaloosa, Alabama 35401
(205) 348-8347
<http://uasystem.ua.edu>

3. Many more higher education institutions have begun offering the DNP degree and have thus presented a different set of challenges for DNP early adopter institutions.
4. The pathway for the DNP in the early days of its development was, in large measure, through the Post-Masters to DNP [MSN-DNP] pathway.
5. Since the early DNP's were developed, it has been determined by major nursing professional and accreditation organizations the better future pathway will be the Post-Baccalaureate to DNP [BSN-DNP]. For example, Nurse Anesthesia educational programs have mandated the BSN to DNP PROGRAM for entry to Nurse Anesthesia practice.
6. Current stringent accreditation requirements for the DNP make both financial costs and curricular development and evaluation nearly prohibitive on faculty time and effort when several campuses combine programs, such as our current Joint DNP program.
7. Nationwide, more than 125 nursing programs are moving to restructure their MSN-DNPs and to integrate the content from MSN-DNP into the BSN-DNP pathway.
8. For some time in the future, as the need exists, it will be necessary to make available both the MSN-DNP pathway and the BSN-DNP pathway, at all three campuses.
9. In order to protect the interests of our current joint program students, all students in the joint DNP program (on all 3 campuses) will be allowed to complete their study and graduate.
10. As the profession transitions to the BSN-DNP for future nursing professionals, it is critical that this pathway be available to bachelor's degree graduates at UA, UAB, and UAH.
11. Though a memorandum of agreement/understanding, the three campuses of the UA System will continue to collaborate in research, education, service, and scholarship opportunities.

If there are any questions or if additional information is needed, we will be pleased to respond.

Sincerely,



Charles R. Nash, Ed.D.
Vice Chancellor
Academic and Student Affairs

Co-signed by:



Provost Linda Lucas, UAB



Provost Christine Curtis, UAH



Interim Provost, Kevin Whitaker, UA

DECISION ITEM B-2: University of Alabama, Doctor of Nursing Practice (CIP 51.3818)

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 DNP program prepares graduates at the highest level of advanced practice nursing to provide hospital and community-centered care for patients and their families, to evaluate and redesign nursing and health care systems, and to address shortages of primary care providers and clinical nursing faculty. DNP-prepared nurse practitioners, clinical nurse specialists, nurse anesthetists, nurse midwives and nurse administrators can provide this type of leadership and care to individuals and groups. These DNP-prepared Advanced Practice Nurses (APNs) are needed to meet the projected demand for health care providers to improve access to care and patient outcomes.

The Joint DNP Program of the three University of Alabama (UA) System Colleges/Schools of Nursing was established in 2008 and professionally accredited in 2010 for post-master's students. Since that time, the three UA System Colleges/Schools of Nursing have worked in an effective collaboration to provide this degree. To better meet needs of students seeking graduate education in nursing in Alabama, the University of Alabama Capstone College of Nursing (UA), as well as the other two UA System Colleges/Schools (the University of Alabama in Huntsville College of Nursing and the School of Nursing at the University of Alabama at Birmingham) proposes to offer the post-baccalaureate to the DNP degree pathway, while maintaining the previously approved and ongoing post-master's to DNP pathway.

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

Mode of Delivery: Distance education will be used as the primary mode of course delivery. The clinical component of the master's level of nurse practitioner curriculum is delivered with the assistance of a clinical preceptor for patient contact supporting experiential learning.

Similar Programs: In addition to the University of Alabama System Joint DNP – CIP Code: 51.3818, the following institutions offer programs with other CIP codes at this level: University of South Alabama – CIP Code: 51.3801; Troy University – CIP Code: 51.3802. There are nearly 80 programs (public and private) across SREB states that offer both a post-master's and post-BSN pathway or a post-BSN pathway only.

Collaboration: UA along with the other two UA System institutions recognize the value of continued collaboration of UA System Nursing. There is unanimous agreement and support for sustaining collaborative relationships among the three schools as DNP programs are established on each campus.

Resources: The proposal projected that a total of \$236,000 in new funds will be required to support the proposed program. A total of \$1,436,420 will be available through tuition as well as internal reallocations and extramural funding.

Public Review: The program was posted on the Commission website from March 28 until April 18 (twenty days) for public review and comments. No comments were received.

Note: There is substantial descriptive and narrative overlap between this item and the University of Alabama in Huntsville College of Nursing and The University of Alabama at Birmingham School of Nursing DNP proposals, also on the June 2016 Commission agenda.

However, various specific curricular program requirements, faculty specifications, sources of funds available, required funds to support the program, equipment needs, as well as enrollment and graduate projections and other features are different among these three proposals.

Therefore, the three UA System DNP proposals are presented separately for Commission consideration.

Rationale for Staff Recommendation:

1. The UA College of Nursing has been administering a successful current post-master's to DNP pathway (jointly with the University of Alabama in Huntsville College of Nursing and the University of Alabama at Birmingham School of Nursing).
2. The UA Nursing Dean states that now that they are ready to add the post-baccalaureate pathway to their DNP program, they are required by their accrediting bodies to seek independent, rather than joint accreditation.
3. No new courses will be needed to implement the post-BSN to DNP program.
4. Alabama and the nation are facing critical shortages of nurse administrators and nurse faculty, especially with the projected tenure of less than seven years in the position for nurse executives and predictions of a mass retirement among the aging nursing faculty over the next five years.
5. The Nurse Practitioner job category (in general) has projected growth of 35.2 percent from 2014 – 2024, according to The Bureau of Labor Statistics.
6. A Memorandum of Understanding (MOU) for sustainable collaboration among the UA System Nursing Schools will be developed that incorporates research, education and service scholarship opportunities.
7. There appears to be sufficient need and student demand to support the program.

DECISION ITEM B-2: University of Alabama, Doctor of Nursing Practice (CIP 51.3818)

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

Staff Recommendation: That the Commission approve the proposed Doctor of Nursing Practice (post-baccalaureate to the DNP degree pathway).

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by June 10, 2018, 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 15, 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 (UA) 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, 2021.

- Supporting Documentation:**
1. New Academic Degree Program Proposal Summary, attached.
 2. Summary of Background Information, attached.
 3. Curriculum for Proposed Program, attached.
 4. Resolution by The Board of Trustees of the University of Alabama Granting Initial Approval of and Submission to ACHE of the Proposals for Independent Doctor of Nursing Practice degrees by UAB, UA, and UAH, attached.
 5. Letter From UA President Bell to Chancellor Witt Supporting Approval for the New DNP Degree Proposal, attached.

6. Letter from UA, UAB, and UAH Nursing Deans to Board of Trustees Requesting Approval of Independent and New DNP Programs, attached.
7. University of Alabama program proposal, submitted February 5, 2016; Available upon request.
8. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	University of Alabama (Capstone College of Nursing)
PROGRAM	Doctor of Nursing Practice (DNP) Program (post-baccalaureate to DNP)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$38,000	\$49,500	\$49,500	\$49,500	\$49,500	\$236,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$38,000	\$49,500	\$49,500	\$49,500	\$49,500	\$236,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$75,000
EXTRAMURAL	\$23,000	\$34,500	\$34,500	\$34,500	\$34,500	\$161,000
TUITION	\$42,060	\$122,960	\$249,140	\$372,100	\$414,160	\$1,200,420
TOTAL	\$80,060	\$172,460	\$298,640	\$421,600	\$463,660	\$1,436,420

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

**Note: "New Enrollment Headcount" is defined as unduplicated counts across years.
 Post-BSN/DNP**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	15	30	45	50	29
NEW ENROLLMENT HEADCOUNT	5	10	15	20	25	15 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	3	8	12	8

Attachment 2

Summary of Background Information

Doctor of Nursing Practice (Post-BSN/DNP Pathway)
University of Alabama

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

Objectives: The overarching goal of the proposed Doctor of Nursing Practice degree is to develop and offer a program that will:

- Synthesize scientific evidence for the development of clinical interventions for practice.
- Evaluate policy, healthcare delivery, and organizational systems for current and future healthcare needs.
- Translate scientific, theoretical, and ethical principles into healthcare for individuals, families, and populations.
- Incorporate knowledge of current and emerging health technologies to improve healthcare delivery and organizational systems.
- Advocate for social justice, equity, and ethical policies in healthcare.
- Demonstrate intra- and inter-professional collaboration to address health disparities and to improve the quality of healthcare across diverse populations and cultures.
- Assume complex leadership roles to advance clinical practice and healthcare delivery at the organizational and systems level and to improve health outcomes for individuals and populations.

Assessment: Evaluation of the DNP Program is a complex process that is guided by the UA Capstone College of Nursing Evaluation Plan that outlines specific evaluation parameters according to an annual timeline and evaluation review. Specific required data elements that are collected, aggregated and analyzed include: enrollment rates; graduation rates; graduate perception of program quality; alumni perception of program quality; national certification pass rates, employment rates; employment settings; and, employer satisfaction. The UA Capstone College of Nursing Operations and Strategic Planning Committee in collaboration with the Executive Council (Deans, Associate Deans, and Assistant Deans) review the evaluation plan annually to determine the relevance and appropriateness of the metrics, their definitions, and measurement timelines. Data are collected as part of an annual report, and will be aggregated for presentation in reports that include the DNP Annual Report and Annual ACHE Report.

The evaluation plan outlines data collection for assessment of the effectiveness of the curriculum and individual student and program outcomes. Data collected from the DNP Program is reviewed by the faculty and used to modify teaching and curriculum revision as appropriate. Scholarly projects are also reviewed annually by the DNP program faculty to ensure rigor and practice relevancy. Findings from the evaluations are also discussed at the level of the Graduate Education Committee and the Operations and Strategic Planning Committee. Discussions of the curriculum and program outcomes result in the identification of common concerns and issues and ultimately to curriculum and program revisions. The Annual Reports are also presented to the DNP faculty for review and discussion in relation to expected program outcomes. Opportunities for improvement in courses, resources, admission-enrollment-progression processes, faculty workload, student/faculty resources, and the overall curriculum are identified and carried forward to the Graduate Education Committee. Formal review of the curriculum is specified on the evaluation plan, but can also be triggered by specific program or student outcomes, as well as concerns brought forward by community partners.

In addition, data related to program outcomes from new graduates and alumni is collected and aggregated as required by professional accrediting bodies, such as the Commission on Collegiate Nursing Education (CCNE). Data is collected through the Educational Benchmarking Institute (EBI) for generating aggregate data on program outcomes. The EBI provides aggregate and individual college data and provides benchmarks for comparison with a select group of six comparable institutions, similar Carnegie Class institutions, and all institutions participating in the survey. A strength of the survey is that it has been mapped relative to the American Association of Colleges of Nursing (AACN) DNP Essentials such that individual respondents rate the degree to which the program has prepared them in meeting each essential. A registry of all students and alumni is maintained to facilitate collection of outcome data. EBI Surveys are disseminated electronically via email, and numerous follow-up reminders are sent out to encourage new graduates and alumni to participate in the survey process. The UA Capstone College of Nursing maintains databases that track student enrollment, progression and graduation, as well as employment.

An annual report will provide a summary of data related to major program outcomes will be distributed to key academic administrators at UA and in the first five years of the program to the Alabama Commission on Higher Education.

Administration: The program will be administered by the Dean of the Capstone College of Nursing, Dr. Suzanne S. Prevost, and the Associate Dean of that College, Dr. Robin Lawson.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Five (5) votes were received; all five recommended approval of the proposed Doctor of Nursing Practice (DNP).

Accreditation: The UA Capstone College of Nursing will seek accreditation for the DNP program from the Commission on Collegiate Nursing Education (CCNE), an autonomous national accrediting body for baccalaureate and graduate nursing education programs. CCNE accreditation ensures the quality and integrity of programs. The college states that it has chosen to seek accreditation for two reasons; first, the School's baccalaureate and master's program are currently accredited by CCNE and secondly, professional doctoral programs in other disciplines are subject to accreditation processes. The Joint DNP Program's current CCNE accreditation will continue until each school obtains subsequent accreditation.

Since the Joint DNP program has successfully achieved CCNE accreditation twice, they anticipate similar success when UA (and UAH and UAB) pursue this accreditation as independent entities. The UA Capstone College of Nursing application for reaccreditation of the BSN and MSN Programs in 2020 will include the DNP Program. UA notes that CCNE has begun to incorporate DNP programs into the usual program accreditation processes based on the *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* incorporating *the Essentials of Doctoral Education for Advanced Practice Nursing*, the *Criteria for Evaluation of Nurse Practitioner Programs*.

Curriculum: The Doctor of Nursing Practice (DNP) program completion requirements are as follows:

Nurse Practitioner DNP Curriculum

Credit hours required in major courses	22
Credit hours required in minor	0
Credit hours in institutional general education or core curriculum	33
Credit hours required in support courses	11
Credit hours in required or free electives	3
Credit hours for thesis or dissertation	7
Total credit hours required for completion	73-76

(The post-master's to DNP pathway for those nurses who have an earned MSN degree has been previously approved by the Commission. The MSN degree has also been previously approved by the Commission.)

Collaboration: The UA Capstone College of Nursing and the University of Alabama at Birmingham (UAB) and the University of Alabama in Huntsville (UAH) state that they recognize the value of continued collaboration of the UA System Nursing Schools. There is unanimous agreement and support for sustaining collaborative relationships among the three schools as DNP programs are established on each campus. A Memorandum of Understanding (MOU) for sustainable collaboration among the UA System Nursing Schools will be developed that incorporates research, education and service scholarship opportunities. Specific ways in which the Colleges/School of Nursing will to continue to collaborate include:

- Regularly scheduled meetings (one per semester) among the three Deans to discuss opportunities for collaboration.
- Continued joint planning and support for the Joint DNP Annual Intensive Conference that brings together all the Joint DNP faculty and students and the Deans to focus on professional issues.
- Development and implementation of a joint annual DNP Summit to focus on such topics as: challenges and trends in DNP education, innovative teaching strategies, scope of practice and health status of Alabamians, etc.
- Collaboration among the faculty in research and scholarship activities.
- Sharing of resources such as research expertise, faculty practice opportunities, professional development offerings, library holdings, etc.
- Long-term maintenance of a database of all DNP Scholarly Projects completed by DNP students at the UA Capstone College of Nursing, will be integrated with UAB and UAH's nursing programs.

The UA Capstone College of Nursing maintains active collaborative agreements with over 400 health care entities. The proposers state that feedback from community partners has been integral in assisting UA and the Joint DNP program to achieve strong outcomes. Continued collaboration with stakeholders will provide sources of internal and external input guiding decision-making about program curricula and policies. In addition to collaboration with other nursing schools in the UA System, the UA Capstone College of Nursing indicates that it will continue efforts with internal and external stakeholders, such as the UA College of Community Health Sciences and Druid City Hospital (DCH) to promote inter-professional education. UA Capstone College of Nursing also maintains close ties with clinical partners such as the Veteran's Administration, Children's of Alabama, and the Baptist Hospital System to provide clinical experiences for their DNP students.

Distance Education: Distance education will be used as the primary mode of course delivery. The clinical component of the master's level of nurse practitioner curriculum is delivered with the assistance of a clinical preceptor for patient contact supporting experiential learning. The faculty oversight of student, clinical site, and didactic content will be completed online. Approximately 75 or more percent of the total program's courses offered will be provided by distance education.

Admissions: Admission to the DNP program will be based on an overall appraisal of the ability to undertake doctoral study and their potential contributions to nursing education and practice. Official transcripts from all colleges and universities attended will be reviewed for course work and for a cumulative grade point average (GPA). Successful applicants will have an unrestricted Registered Nurse License, and two satisfactory letters of recommendation. All applicants must participate in an admission interview, and complete required application forms with appropriate fees, and meet deadlines for admissions.

The interview process will take into consideration the ability to articulate career goals, cultural awareness and sensitivity, and critical thinking abilities. Evidence of leadership and interpersonal skills will also be assessed.

Post-BSN DNP	Admission in Good Standing
	BSN degree from an accredited institution
	Unencumbered RN license
	Overall GPA of 3.0 or higher on a 4.0 scale from all higher education courses, or a GPA of 3.0 or higher on a 4.0 scale from the last 60 hours of coursework; Admission Test Scores are waved (GRE, GMAT, MAT)
	Language Requirement: International graduates must have a minimum TOEFL score of 550 on the paper-based TOEFL, 79 on the iBT, 6.5 on the IELTS, or 59 on the PTE
	Two satisfactory references from former faculty or professional colleagues
	Official transcripts from all higher education institutions where 15 or more credits were completed
	Favorable Background Check and Drug Screen
	Completed and approved health requirements
	Favorable interview score
	Satisfactory writing sample and statement of purpose

Need: In 2004, The American Association of Colleges of Nursing (AACN) adopted a resolution to move the level of preparation necessary for APN roles from the master's degree to the doctoral level by the year 2015. Although the goal of this resolution has not yet been met, there is evidence of growing support and movement within the profession toward the post-baccalaureate to DNP as the degree required for entry to APN. With increasing support for the post-baccalaureate to DNP for entry into APN, roles such as the nurse practitioner, nurse midwife, and nurse anesthetist, the long-term viability of the post-master's to DNP model is in question. Nurses desiring to become certified in APN roles such as the nurse practitioner and the nurse anesthetist are increasingly seeking the post-baccalaureate to DNP option rather than the post-master's to DNP option. In September of 2015, the National Organization of Nurse Practitioner Faculties (NONPF) reaffirmed support for advancing the DNP degree as entry level for the nurse practitioner role with the post-baccalaureate to DNP as the preferred pathway. Similarly, in 2007 the Board of Directors of the American Association of Nurse Anesthetists (AANA) adopted a resolution requiring a doctoral degree for entry into Nurse Anesthesia practice by 2025.

Currently, more than 250 schools of nursing offering DNP programs nationwide. More than 30 percent offer the post-baccalaureate to DNP, while an additional 27 percent of these schools are planning to move to the post-baccalaureate to DNP within the next five years and close their APN master's degree options. Additionally, a growing interest and demand for the post-baccalaureate to DNP degree pathway has been demonstrated by BSN-prepared nurses. The UA Capstone College of Nursing (along with UAH and UAB) recently surveyed undergraduate nursing students about their preferences for graduate nursing education opportunities. In the survey, 78 percent of student respondents (n=458) reported that they were likely or very likely to select a post-baccalaureate to DNP program for graduate study, if the program was offered by their current college/school of nursing.

Alabama's need for this program is also expressed by the status of the delivery of healthcare within the state. Alabama's Office of Primary Care and Rural Health lists 55 of the state's 67 counties as rural, and all 67 of the counties have been designated as either Medically Underserved Areas (MUAs) or Medically Underserved Populations (MUPs) by the U.S. Department of Health and Human Services, which makes fulfilling the need for highly trained and qualified APNs of primary importance to the state. In 2015, Governor Bentley gave prominence to these issues of accessible healthcare in Alabama when he formed the Alabama Health Care Improvement Task Force to address scope-of-practice for APNs as one of its key foci. This focus acknowledges the integral role APNs play in delivering quality care to Alabama's citizens. However, research published by Hooker and Muchow (2015) states that Alabama has the lowest state ratio of nurse practitioners (40 per 100,000). By educating and training DNP-prepared APNs, including nurse practitioners and nurse administrators, the UA Capstone College of Nursing relates that it is helping meet the demand for health care professionals to address the needs of the state's rural and underserved populations.

The Joint DNP Program, including the UA Capstone College of Nursing has had a direct impact on the Alabama workforce and health systems leadership as most of the DNP-prepared Chief Nursing Officers in Alabama hospitals and clinics are graduates of the UA System Joint DNP Program. Similarly, graduates from the Joint DNP Program (nurse practitioners, certified registered nurse anesthetists, and clinical specialists) have assumed leadership roles in practice and nursing faculty positions throughout Alabama.

Projected Job Openings

	Year	Year 2	Year 3	Year 4	Year 5	Total
Local	113	115	117	119	122	586
State	358	365	372	380	387	1,862
SREB	16,485	16,815	17,151	17,494	17,844	85,789
Nation	53,379	54,447	55,536	56,646	57,779	277,787

Student Demand: Since All UA DNP students are currently post-master's students, the College anticipates a gradual transition over the next decade, until the majority of those entering the program will come in at the post-BSN level. In a survey of undergraduate nursing majors conducted by the UA Capstone College of Nursing, 92 percent of 172 respondents reported they were likely or very likely to enroll in the College to complete their graduate study. Of the 172 respondents, 79 percent reported they were likely or very likely to select a post-baccalaureate DNP program. A total of 104 students indicated they were interested in exploring entry into a BSN to DNP program in the future and provided their contact information. Of those 104 students, 74 reported Alabama addresses. These data suggest that a post-baccalaureate to DNP pathway would be a popular option for the UA Capstone College of Nursing graduates, many of whom, the College asserts, are anxious to quickly pursue graduate degrees.

In 2012, the UA Capstone College of Nursing began offering a unique dual role nurse practitioner concentration to help meet the needs of Alabama residents who live in rural communities and suffer from multiple chronic conditions. Graduates of this program, currently offered at the MSN level, are eligible to obtain dual certifications as family nurse practitioners and psychiatric mental health nurse practitioners, both of which are in high demand. Of the 35 currently enrolled students, 22 enrolled in August, 2015. Enrollment in this program is expected to grow rapidly over the next five years. This concentration will serve as a highly sought pathway for the BSN to DNP degree at the College. UA recruiters routinely receive several such inquiries from prospective students who want to pursue this unique dual specialty nurse practitioner preparation, as well as the DNP degree.

The UA Capstone College of Nursing is also anticipating to request approval to offer a nurse administrator concentration within the master's level nursing program this year. If approved, the College believes that it is very likely that additional interest will be generated from the applicants to this program who desire to obtain both nurse administrator preparation, and a post-baccalaureate DNP degree.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 19

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty employed to teach in the first five years:

Primary Faculty:

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

No new faculty are needed to implement the proposed program.

Support Staff: No additional support staff will be needed.

Fellowships and Assistantships: One to two assistantships will be offered each year.

Equipment: No special equipment will be needed specifically for this program.

Facilities: No new facilities will be needed specifically for this program.

Library: The UA Capstone College of Nursing and its faculty and students have five libraries available on the campus. The University of Alabama Libraries web page includes information on searching mechanisms (examples include libraries' catalog, databases, electronic journals, digital archives, and subject guides) and support services (examples include ask a librarian, interlibrary loan, citing sources, RefWorks, and research help). Special distance education support services for students include information about library resource pages for specific distance education classes and how to connect to the electronic library resources and request journal articles online.

The Gorgas Library houses government documents; and humanities and social science collections; faculty and enrolled students may call, email or text questions via the Ask A Librarian link to get help or access library materials. The Rodgers Science and Engineering Library houses biological life science collections, core nursing collection of 21,000 volumes; 113 print Journals, electronic access to nursing journals, and medical science titles (NetLibrary).

The library offers access to over 400 nursing journals, many of which are available in electronic format. A dedicated reference librarian serves as the nursing information specialist, and is available by email or phone. The library's e-book collections include the R2 Digital Library (over 250 e-books in nursing, medicine and allied health) and Ebrary (a collection with over 3,000 e-books covering nursing and medicine). Access to major nursing and medicine related electronic databases such as Health Source, Cumulative Index to Nursing & Allied Health Literature (CINAHL), International Nursing Index, PubMed Central, and MEDLINE is available along with access to additional nursing and medical databases including Cochrane Library (evidence based database), CINAHL Plus with Full Text, Clinical Pharmacology, Proquest Nursing & Allied Health Source, Health Source: Nursing/Academic, PubMed Central, and ScienceDirect. The Bruno Business Library houses collections in management, finance and health care management.

The McClure Education Library houses collections in educational theory and health education. A reference librarian in the Eric & Sarah Rodgers Science Library works with nursing faculty and students, in both traditional and online courses, to meet their library needs. The UA Library also has designated a full-time librarian for distance education students. Both librarians are available for online graduate nursing students. Funds have been allocated each year to enhance the graduate nursing program's library collection. UA-CCN faculty provides input into library purchases at least once a year.

Students have electronic access to the UA libraries as well as the libraries of the two other University of Alabama System schools. The proposers assert that these additional library resources provide excellent support for the program and are equally and easily accessible to faculty and students.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 10, 2016

Program Budget: A total of \$236,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$1,436,420 will be available through tuition as well as internal reallocations and extramural funding.

Attachment 3
 The University of Alabama
 Doctor of Nursing Practice

Course Number and Title	Number of Credit Hours	* If New Course
<u>NURSE PRACTITIONER POST-BACCALAUREATE DNP</u>		
MAJOR COURSES		
N__ XXX Advanced Practice Specialty Family I	4	
N__ XXX Advanced Practice Specialty Family II	4	
N__ XXX Advanced Practice Specialty Family Residency	3	
N__ XXX Advanced Practice Specialty Mental Health I	4	
N__ XXX Advanced Practice Specialty Mental Health II	4	
N__ XXX Advanced Practice Specialty Mental Health Residency	3	
DNP CORE COURSES		
NUR 700 Clinical Data Management and Analysis	3	
NUR 701 Writing for Publication	3	
NUR 729 Evidence-Based Practice Design and Translation	3	
NUR 731 Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing	3	
NUR 743 Evidence-Based Practice Strategies	3	
NUR 735 Population Health in Advanced Practice Nursing	3	
NUR 733 Informatics for Advanced Practice Nursing	3	
NUR 737 Interdisciplinary Leadership and Role Development for Practice Excellence	3	
NUR 740 Health Policy and Politics: Implications for Health Care	3	
NUR 742 Program Evaluation Methods	3	
NUR 738 Scholarly Seminar	3	
SUPPORT COURSES		
NUR XXX Advanced Pathophysiology	3	
NUR XXX Advanced Pharmacology	3	
NUR XXX Advanced Physical Assessment	3	
N__ XXX Psychiatric Treatment Modalities	2	
	11	
FREE ELECTIVE		
-----	3	
SCHOLARLY PROJECT		
NUR 739 Scholarly Project	7	

Attachment 4
Resolution by The Board of Trustees of The University of Alabama
Granting Initial Approval of and Submission to ACHE the Proposals for Independent Doctor of Nursing
Practice degrees by UAB, UA, and UAH

THE UNIVERSITY OF ALABAMA
THE UNIVERSITY OF ALABAMA AT BIRMINGHAM
THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

**Consideration of Resolution Granting Initial Approval of and Permission to Submit
to the Alabama Commission on Higher Education (ACHE) Proposals for the
Establishment of Distinct and Collaborative Doctor of Nursing Practice (DNP)
Programs (CIP Code 51.3818) at UA, UAB, and UAH**

WHEREAS, the schools of nursing within the University of Alabama System currently offer a joint Doctor of Nursing Practice degree that was approved in February 2008; and

WHEREAS, collectively the UAB School of Nursing, the UA Capstone College of Nursing, and the UAH College of Nursing play a critical role in training doctorally prepared advanced practice nurses in Alabama and have awarded more than 890 D.N.P. degrees; and

WHEREAS, the joint D.N.P. provides doctoral-level training to nurses who have master's degree and are advanced practice nurses such as nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse administrators; and

WHEREAS, national accreditation and nursing professional advisory bodies are establishing requirements that a post-baccalaureate pathway be part of D.N.P. programs in addition to the post-master's pathway; and

WHEREAS, in order to continue providing appropriate and necessary doctoral-level training for advanced practice nurses that meets these evolving requirements, the UAB School of Nursing, the UA Capstone College of Nursing, and the UAH College of Nursing will establish independent D.N.P. programs and will seek independent accreditation; and

WHEREAS, the University of Alabama System schools of nursing will continue collaboration to address state and national needs for advanced practice nurses;

NOW, THEREFORE, BE IT RESOLVED by The Board of Trustees of The University of Alabama that it grants initial approval of and submission to the Alabama Commission on Higher Education (ACHE) the proposals for independent Doctor of Nursing Practice degrees (CIP Code 51.3818) by The University of Alabama at Birmingham, the University of Alabama, and the University of Alabama in Huntsville.

Attachment 5

Letter From UA President Bell to Chancellor Witt Supporting Approval for the New DNP Degree Proposal



January 20, 2016

Chancellor Robert Witt
The University of Alabama System
500 University Boulevard East
Tuscaloosa, AL 35401

Dear Chancellor Witt:

I am pleased to endorse the recommendation from Interim Provost Kevin Whitaker and Deans David Francko and Suzanne Prevost for approval of the attached Proposal for a New Degree for the DNP (CIP 51.3818). This proposed graduate degree program meets specific needs and will attract new graduate enrollments.

If you approve of this proposal for a new degree, I would appreciate you forwarding this request to the Board of Trustees for their approval. This proposal would then be submitted to Alabama Commission on Higher Education.

Sincerely,

A handwritten signature in blue ink, appearing to read "S. R. Bell".

Stuart R. Bell
President

Enclosures

c.: Interim Provost Kevin Whitaker
Dean David Francko
Dean Suzanne Prevost



Attachment 6

Letter from UA, UAB, and UAH Nursing Deans to Board of Trustees Requesting Approval of Independent and New DNP Programs



January 20, 2016

Dear Members of the Board of Trustees:

These three proposals for new Doctor of Nursing Practice (DNP) degree programs are submitted collaboratively by the University of Alabama at Birmingham School of Nursing, the University of Alabama Capstone College of Nursing, and the University of Alabama in Huntsville College of Nursing. Our three school/colleges offer the only Joint DNP Program in the state of Alabama, which was approved by the Alabama Commission on Higher Education in 2008. The Joint DNP Program currently offers a post-master's doctoral degree for nurses who have already completed the MSN degree and who are advanced practice nurses (nurse practitioners, clinical nurse specialists, nurse anesthetists, and nursing administrators).

The Joint DNP degree is offered on the campus of each of the three schools/colleges of nursing, with a common curriculum, professional accreditation, and admission and progression policies.

Since its implementation in 2008, the Joint DNP Program has been very successful, far exceeding our initial goals for enrollment and graduation. Each individual school/college has developed a core group of well-qualified graduate faculty, student applicant pool, and resources to successfully implement the program on their campus. In this proposal, we are seeking approval to:

1. Define and establish a new model of sustainable collaboration among the three UA System school/colleges of nursing.
2. Establish independent DNP programs on each of the three UA school/colleges of nursing that include both the post-master's to DNP pathway as well as the post-baccalaureate to DNP pathway.

This approval is essential to increase access for students and for the full implementation of the DNP degree program that was originally approved by ACHE in 2008. Now that we are ready to add the post-baccalaureate pathway to our DNP programs, we are required by our accrediting bodies to seek independent, rather than joint, accreditations for each of the three nursing schools in the UA System.

Sincerely,

Doreen Harper, PhD, RN, FAAN
Dean
UAB School of Nursing

Suzanne Prevost, PhD, RN, FAAN
Dean
UA Capstone College of Nursing

Marsha Adams, PhD, RN, FAAN
Dean
UAH College of Nursing

School of Nursing Building
1701 University Boulevard
205.934.5428
www.uab.edu/nursing

The University of
Alabama at Birmingham
Mailing Address:
NB 204
1720 2nd Avenue South
BIRMINGHAM AL 35294-1210

DECISION ITEM B-3: University of Alabama at Birmingham, Doctor of Nursing Practice (CIP 51.3818)

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 Doctor of Nursing Practice (DNP) program prepares graduates at the highest level of advanced practice nurses (APN) to provide value-based complex hospital and community-centered care for patients and their families, to redesign and evaluate nursing and healthcare systems, and to address shortages of clinical nursing faculty that will mentor and educate new nurses.

The Joint DNP Program of the three University of Alabama (UA) System Colleges/Schools of Nursing was established in 2008 and professionally accredited in 2010 for post-master's students. Since that time, the three UA System Colleges/Schools of Nursing have worked in an effective collaboration to provide this degree. To better meet needs of students seeking graduate education in nursing in Alabama, the University of Alabama at Birmingham (UAB) School of Nursing as well as the other two UA System Colleges/Schools (the University of Alabama in Huntsville College of Nursing, and the University of Alabama Capstone College of Nursing), proposes to offer the post-baccalaureate to the DNP degree pathway, while maintaining the previously approved and ongoing post-master's to DNP pathway.

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

Mode of Delivery: The UAB School of Nursing DNP utilizes a hybrid model using distance accessible methods for the delivery of graduate clinical programs.

Similar Programs: In addition to the University of Alabama System Joint DNP – CIP Code: 51.3818, the following institutions offer programs with other CIP codes at this level: University of South Alabama – CIP Code: 51.3801; Troy University – CIP Code: 51.3802. There are nearly 80 programs (public and private) across SREB states that offer both a post-master's and post-BSN pathway or a post-BSN pathway only.

Collaboration: UAB along with the other two UA System institutions recognize the value of continued collaboration of UA System Nursing. There is unanimous agreement and support for sustaining collaborative relationships among the three schools as DNP programs are established on each campus.

Resources: The proposal projected that a total of \$1,059,476 in new funds will be required to support the proposed program. A total of \$4,841,047 will be available through tuition and internal reallocations.

Public Review: The program was posted on the Commission website from March 28 until April 18 (twenty days) for public review and comments. No comments were received.

Note: There is substantial descriptive and narrative overlap between this item and the University of Alabama in Huntsville College of Nursing and the University of Alabama Capstone College of Nursing DNP proposals, also on the June 2016 Commission agenda.

However, various specific curricular program requirements, faculty specifications, sources of funds available, required funds to support the program, equipment needs, as well as enrollment and graduate projections and other features are different among these three proposals.

Therefore, the three UA System DNP proposals are presented separately for Commission consideration.

Rationale for Staff Recommendation:

1. The UAB School of Nursing has been administering a successful current post-master's to DNP pathway (jointly with the University of Alabama Capstone College of Nursing and the University of Alabama in Huntsville College of Nursing.)
2. The UAB Nursing Dean states that now that they are ready to add the post-baccalaureate pathway to their DNP program, they are required by their accrediting bodies to seek independent, rather than joint accreditation.
3. Marketing of the post-baccalaureate to DNP and post-master's to DNP programs will be designed to attract a student body with diverse experiences, viewpoints, backgrounds, and experiences.
4. The Nurse Practitioner job category (in general) has projected growth of 35.2 percent from 2014 – 2024, according to The Bureau of Labor Statistics.
5. A Memorandum of Understanding (MOU) for sustainable collaboration among the UA System Nursing Schools will be developed that incorporates research, education and service scholarship opportunities.
6. The other UAB health science schools – dentistry, health professions, medicine, and optometry – are also key stakeholders and endorse the DNP degree which parallels their respective models of doctoral education for health sciences.
7. There appears to be sufficient need and student demand to support the program.

DECISION ITEM B-3: University of Alabama at Birmingham, Doctor of Nursing Practice (CIP 51.3818)

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

Staff Recommendation: That the Commission approve the proposed Doctor of Nursing Practice (post-baccalaureate to the DNP degree pathway).

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by June 10, 2018, 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 26, 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 21, 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 at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2021.

- Supporting Documentation:
1. New Academic Degree Program Proposal Summary, attached.
 2. Summary of Background Information, attached.
 3. Curriculum for Proposed Program, attached.
 4. Resolution by The Board of Trustees of the University of Alabama Granting Initial Approval of and Submission to ACHE of the Proposals for Independent Doctor of Nursing Practice degrees by UAB, UA, and UAH, attached.

5. Letter From UAB President Watts to Chancellor Witt Supporting Approval for the New DNP Degree Proposal, attached.
6. Letter from UA, UAB, and UAH Nursing Deans to Board of Trustees Requesting Approval of Independent and New DNP Programs, attached.
7. University of Alabama at Birmingham program proposal, submitted February 5, 2016; Available upon request.
8. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of Alabama at Birmingham (School of Nursing)

PROGRAM Doctor of Nursing Practice (DNP) Program (post-baccalaureate to DNP)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$177,789	\$198,896	\$0	\$204,863	\$0	\$581,548
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$4,000	\$4,000	\$0	\$4,000	\$0	\$12,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$50,000	\$100,000	\$100,000	\$100,000	\$100,000	\$450,000
OTHER	\$3,000	\$3,090	\$3,183	\$3,278	\$3,377	\$15,928
TOTAL	\$234,789	\$305,986	\$103,183	\$312,141	\$103,377	\$1,059,476

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$60,764	\$0	\$0	\$0	\$0	\$60,764
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$174,025	\$672,085	\$1,171,177	\$1,374,254	\$1,388,742	\$4,780,283
TOTAL	\$234,789	\$672,085	\$1,171,177	\$1,374,254	\$1,388,742	\$4,841,047

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

*Note: "New Enrollment Headcount" is defined as unduplicated counts across years.
 Post-BSN/DNP*

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	40	70	90	90	60
NEW ENROLLMENT HEADCOUNT	10	30	30	30	30	26 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	9	27	27	21

Attachment 2

Summary of Background Information

Doctor of Nursing Practice (Post-BSN/DNP Pathway)
University of Alabama at Birmingham

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

Objectives: The overarching goal of the proposed Doctor of Nursing Practice degree is to develop and offer a program that will:

- Synthesize scientific evidence for the development of clinical interventions for practice.
- Evaluate policy, healthcare delivery, and organizational systems for current and future healthcare needs.
- Translate scientific, theoretical, and ethical principles into healthcare for individuals, families, and populations.
- Incorporate knowledge of current and emerging health technologies to improve healthcare delivery and organizational systems.
- Advocate for social justice, equity, and ethical policies in healthcare.
- Demonstrate intra- and inter-professional collaboration to address health disparities and to improve the quality of healthcare across diverse populations and cultures.
- Assume complex leadership roles to advance clinical practice and healthcare delivery at the organizational and systems level and to improve health outcomes for individuals and populations.

Assessment: Evaluation of the DNP program is a complex process guided by the UAB School of Nursing Evaluation Plan that outlines specific evaluation parameters according to an annual timeline and evaluation review. Specific required data elements that are collected, aggregated and analyzed include: enrollment rates, graduation rates, graduate perception of program quality, alumni perception of program quality, national certification pass rates, employment rates, employment settings and employer satisfaction. The School DNP Program Director, Assistant Dean for Graduate Clinical Programs, faculty and the School Evaluation Committee in collaboration with the Assistant Dean for Program Evaluation and Senior Associate Dean for Academic Affairs review the evaluation plan annually to determine the relevance and appropriateness of the metrics, their definitions, and measurement timelines. Data are collected as part of an annual report, and are aggregated for presentation in reports that include the DNP Annual Report and Annual ACHE Report.

Data collected from the DNP Program are reviewed by the faculty and used to modify teaching and revise curriculum as appropriate. Scholarly projects are also reviewed annually by the DNP program faculty to ensure rigor and practice relevancy. Findings from the evaluations are also discussed at the level of the SON Evaluation Committee and, in particular, by the Curriculum and Evaluation Subcommittee. Discussions of the curriculum and program outcomes result in the identification of common concerns and issues and ultimately to curriculum and program revisions. The Annual Reports are also presented to the DNP faculty for review and discussion in relation to expected program outcomes. Opportunities for improvement in courses, resources, admission-enrollment-progression processes, faculty workload, student/faculty resources, and the overall curriculum are identified and carried forward to the Curriculum & Evaluation Subcommittee. Formal review of the curriculum is specified in the evaluation plan, but can also be triggered by specific program or student outcomes brought forward by the community of interest.

In addition, data related to program outcomes from new graduates and alumni are collected and aggregated as required by professional accrediting bodies.

Data is collected through the Skyfactor (formerly Educational Benchmarking Institute) for generating aggregate data on program outcomes. Skyfactor provides aggregate and individual school/college data and provides benchmarks for comparison with a select six group of comparable institutions, similar Carnegie Class institutions, and all institutions participating in the survey. A strength of the survey is that it has been mapped relative to The American Association of Colleges of Nursing (AACN) DNP Essentials such that individual respondents rate the degree to which the program has prepared them in meeting each essential. A registry of all students and alumni is maintained to facilitate collection of outcome data. EBI Surveys are disseminated electronically via email, and numerous follow-up reminders are sent out to encourage new graduates and alumni to participate in the survey process. The UAB School of Nursing maintains databases that track student enrollment, progression and graduation, as well as employment.

An annual report will provide a summary of data related to key program outcomes will be distributed to key academic administrators at UAB and in the first five years of the program to the Alabama Commission on Higher Education.

Administration: The program will be administered by the Dean of the School of Nursing, Dr. Doreen C. Harper, and the Associate Dean of that School, Dr. Linda Moneyham.

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 (4) votes were received; all four recommended approval of the proposed Doctor of Nursing Practice (DNP).

Accreditation: The UAB School of Nursing states that it will seek accreditation for the DNP program from the Commission on Collegiate Nursing Education (CCNE), an autonomous national accrediting body for baccalaureate and graduate nursing education programs. The school indicates that it has chosen to seek accreditation for two reasons; first, the School's baccalaureate and master's program are currently accredited by CCNE and, secondly, professional doctoral programs in other disciplines are subject to accreditation processes. The Joint DNP Program's current CCNE accreditation will continue until each school/college obtains subsequent accreditation.

The UAB School of Nursing application for reaccreditation of the Bachelor of Science in Nursing and Master of Science of Nursing programs in 2018 will then include the accreditation for an independent DNP program. UAB notes that CCNE has begun to incorporate DNP programs into the usual program accreditation processes based on the *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* incorporating *the Essentials of Doctoral Education for Advanced Practice Nursing, the Criteria for Evaluation of Nurse Practitioner Programs*.

Additionally, accreditation and approval for the nurse anesthesia DNP program is required by the Council on Accreditation for Nurse Anesthesia Educational Programs (COA). The COA accredits nurse anesthesia programs within the United States and Puerto Rico that award post-master's certificates, master's, or doctoral degrees, including programs offering distance education. The COA also offers accreditation for postgraduate certified registered nurse anesthesia (CRNA) fellowships. The *COA Accreditation Policies and Procedures and the Standards for Accreditation of Nurse Anesthesia: Practice Doctorate* will provide the guidelines for this review. The process for COA approval of DNP programs must begin prior to program implementation, so application for accreditation of the nurse anesthesia DNP program will begin in the Spring 2016 semester. The UAB School of Nursing states that it is committed to quality and external accountability in their educational programs.

Curriculum: The Doctor of Nursing Practice (DNP) individual level course of study entails varied total credit hours for completion depending on which of three specific curricula is selected by the candidate.

Nurse Practitioner DNP Curriculum

Credit hours required in major courses	26
Credit hours required in minor	0
Credit hours in institutional general education or core curriculum	33
Credit hours required in support courses	9
Credit hours in required or free electives	0
Credit hours for thesis or dissertation	7
Total credit hours required for completion	75

Nurse Administration DNP Curriculum

Credit hours required in major courses	18
Credit hours required in minor	0
Credit hours in institutional general education or core curriculum	33
Credit hours required in support courses	9
Credit hours in required or free electives	0
Credit hours for thesis or dissertation	7
Total credit hours required for completion	67

Nurse Anesthesia DNP Curriculum

Credit hours required in major courses	57
Credit hours required in minor	0
Credit hours in institutional general education or core curriculum	33
Credit hours required in support courses	3
Credit hours in required or free electives	0
Credit hours for thesis or dissertation	7
Total credit hours required for completion	100

(The post-master's to DNP pathway for those nurses who have an earned MSN degree has been previously approved by the Commission. The MSN degree has also been previously approved by the Commission.)

Collaboration: The UAB School of Nursing and the University of Alabama in Huntsville (UAH) and the University of Alabama (UA) state that they recognize the value of continued collaboration of the UA System Nursing Schools. There is unanimous agreement and support for sustaining collaborative relationships among the three schools as DNP programs are established on each campus. A Memorandum of Understanding (MOU) for sustainable collaboration among the UA System Nursing Schools will be developed that incorporates research, education and service scholarship opportunities. Specific ways in which the Colleges/School of Nursing will to continue to collaborate include:

- Regularly scheduled meetings (one per semester) among the three Deans to discuss opportunities for collaboration.
- Continued joint planning and support for the Joint DNP Annual Intensive Conference that brings together all the Joint DNP faculty and students and the Deans to focus on professional issues.
- Development and implementation of a joint annual DNP Summit to focus on such topics as: challenges and trends in DNP education, innovative teaching strategies, scope of practice and health status of Alabamians, etc.
- Collaboration among the faculty in research and scholarship activities.
- Sharing of resources such as research expertise, faculty practice opportunities, professional development offerings, library holdings, etc.
- Long-term maintenance of a database of all DNP Scholarly Projects completed by DNP students at the UAB School of Nursing, will be integrated with UA and UAH's nursing programs.

The UAB School of Nursing also maintains strong partnerships with UAB Health System, Children's Hospital of Alabama, Birmingham VA Medical Center and numerous other hospital and community-based agencies. UAB Hospital, the largest medical center in Alabama and a Magnet Hospital for Nursing

Excellence, provides students with unique and comprehensive clinical and research experiences via this partnership. The School also works closely with the UAB Hospital Chief Nursing Officer, Terri Poe, DNP, who has an appointment as the Assistant Dean for Clinical Affairs within the school. In addition, the UAB School of Nursing has active collaborative clinical agreements with over 3,000 health care entities – the majority of which service Alabama communities.

Distance Education: The UAB School of Nursing uses distance accessible methods for the delivery of graduate clinical programs. This is a hybrid model that combines on-line instruction with regularly scheduled classes on campus, and clinical practicums, where students progress in the mastery of required competencies. Approximately 50 or more percent of the total program's courses offered will be provided by distance education.

Admissions: Admission to the DNP program will be based on an overall appraisal of the ability to undertake doctoral study and their potential contributions to nursing education and practice. Official transcripts from all colleges and universities attended will be reviewed for course work and for a cumulative grade point average (GPA). Successful applicants will have an unrestricted Registered Nurse License, and two satisfactory letters of recommendation. All applicants must participate in an admission interview, and complete required application forms with appropriate fees, and meet deadlines for admissions.

Nurse anesthesia applicants must meet an additional requirement of a minimum of one year of critical care experience as required by accreditation guidelines.

The interview process will take into consideration the ability to articulate career goals, cultural awareness and sensitivity, and critical thinking abilities. Evidence of leadership and interpersonal skills will also be assessed.

Post-BSN DNP	Admission for Advanced Practice Nurse Practitioner and Nursing Administration DNP Applicants	Admission for Nurse Anesthesia DNP Applicants
	BSN degree from an accredited institution	BSN degree from an accredited institution
	GPA of 3.0 or higher on a 4.0 scale from all higher education courses attempted or from the last 60 hours of coursework attempted, AND achieve one of the following standardized test scores: <ul style="list-style-type: none"> • MAT 410 • GMAT 480 • GRE combined score of 1,000 on verbal & quantitative, or combined score of 1,500 on verbal, quantitative, and analytical. 	An undergraduate GPA of at least 3.0 on a 4.0 scale. AND A 3.0 GPA in the science prerequisite courses. AND A standardized test score on the GRE, no minimum score required, however all sections (verbal reasoning, quantitative reasoning, and analytical writing) must be completed prior to application
	Two satisfactory references from former faculty or professional colleagues	Three letters of professional reference attesting to applicant's potential for graduate study
	Official transcripts from all higher education courses or programs attempted	Official transcripts from all higher education courses or programs attempted
	Active, unencumbered RN license in the state clinical education will be completed	Active, unencumbered RN license in the state clinical education will be completed
	Interview with DNP faculty member	Interview with selection committee

	Medical clearance through UAB.	If accepted, medical clearance through UAB, completed UAB medical history questionnaire, physical, proof of required immunizations.
Post-MSN DNP	Admission for Advanced Practice Nursing DNP Applicants	
	A master's degree in an area of advanced practice (nurse practitioner, nurse anesthetist, clinical nurse specialist, or nurse administrator)	
	A graduate GPA of at least 3.0 overall on a 4.0 scale or in the last 60 hours of earned credit	
	Three favorably completed Evaluation Forms based on applicant's potential for success for graduate nursing studies and advanced-practice nursing	
	(1) Current professional certification as an advanced practice nurse where applicable	
	(2) Evidence of a RN license	
	(3) Evidence of an advanced practice nurse license or eligibility in the state of planned practice	
(4) CPR certification		
All documents must be notarized if applicant is not a licensed nurse in Alabama.		
Personal goal statement congruent with program goals (300 words or less)		
Resume or curriculum vitae.		
Interview with DNP faculty member.		

Need: In 2004, The American Association of Colleges of Nursing (AACN) adopted a resolution to move the level of preparation necessary for APN roles from the master's degree to the doctoral level by the year 2015. Although the goal of this resolution has not yet been met, there is evidence of growing support and movement within the profession toward the post-baccalaureate to DNP as the degree required for entry to APN. With increasing support for the post-baccalaureate to DNP for entry into APN, roles such as the nurse practitioner, nurse midwife, and nurse anesthetist, the long-term viability of the post-master's to DNP model is in question. Nurses desiring to become certified in APN roles such as the nurse practitioner and the nurse anesthetist are increasingly seeking the post-baccalaureate to DNP option rather than the post-master's to DNP option. In September of 2015, the National Organization of Nurse Practitioner Faculties (NONPF) reaffirmed support for advancing the DNP degree as entry level for the nurse practitioner role with the post-baccalaureate to DNP as the preferred pathway. Similarly, in 2007 the Board of Directors of the American Association of Nurse Anesthetists (AANA) adopted a resolution requiring a doctoral degree for entry into Nurse Anesthesia practice by 2022.

Currently, more than 250 schools of nursing offering DNP programs nationwide. More than 30 percent offer the post-baccalaureate to DNP, while an additional 27 percent of these schools are planning to move to the post-baccalaureate to DNP within the next five years and close their APN master's degree options. Additionally, a growing interest and demand for the post-baccalaureate to DNP degree pathway has been demonstrated by BSN-prepared nurses. The UAB School of Nursing (along with UAH and UA) recently surveyed undergraduate nursing students about their preferences for graduate nursing education opportunities. In the survey, 78 percent of student respondents (n=458) reported that they were likely or very likely to select a post-baccalaureate to DNP program for graduate study, if the program was offered by their current college/school of nursing.

Alabama's need for this program is also expressed by the status of the delivery of healthcare within the state. Alabama's Office of Primary Care and Rural Health lists 55 of the state's 67 counties as rural, and all 67 of the counties have been designated as either Medically Underserved Areas (MUAs) or Medically Underserved Populations (MUPs) by the U.S. Department of Health and Human Services, which makes fulfilling the need for highly trained and qualified APNs of primary importance to the state. In 2015, Governor Bentley gave prominence to these issues of accessible healthcare in Alabama when he formed the Alabama Health Care Improvement Task Force to address scope-of-practice for APNs as one of its

key foci. This focus acknowledges the integral role APNs play in delivering quality care to Alabama’s citizens. However, research published by Hooker and Muchow (2015) states that Alabama has the lowest state ratio of nurse practitioners (40 per 100,000).

In addition, Juan Quintana, President of the American Association of Nurse Anesthetists, predicts the retirement rate for certified registered nurse anesthetists (CRNAs) in Alabama will reach 27 percent by 2020. This statement highlights the need for the continued education of Alabama nurse anesthetists especially considering that 65 percent of anesthesia services provided in rural hospitals are provided by CRNAs.

By educating and training DNP-prepared APNs, nurse administrators, and nurse anesthetists, the UAB School of Nursing is helping meet the demand of healthcare professionals who are prepared to address the needs of the state’s rural and underserved populations.

The UAB School of Nursing has had success in this endeavor as a member of the Joint DNP Program, which has had a direct impact on the Alabama workforce and health systems leadership since many DNP-prepared Chief Nursing Officers in Alabama hospitals and clinical facilities are now graduates of the UA System Joint DNP Program. Similarly, DNP-prepared graduates (nurse practitioners, certified registered nurse anesthetist, clinical specialists) are positioned to assume leadership roles in practice as well as faculty positions in community colleges and baccalaureate and higher degree programs.

Projected Job Openings

	Year	Year 2	Year 3	Year 4	Year 5	Total
Local	169	172	176	179	182	878
State	358	365	372	380	387	1,862
SREB	16,485	16,815	17,151	17,494	17,844	85,789
Nation	53,379	54,447	55,536	56,646	57,779	277,787

Student Demand: The UAB School of Nursing has been highly successful in the quality and outcomes of its graduate nursing programs. This past year, the School achieved a ranking of #13 by the U.S. News and World Report for its master’s program and #1 ranking for Best Value Master’s Programs by ValueColleges.com. Over the last five years, enrollment in the master’s program has increased by 45 percent and size of the master’s graduating class has averaged 368 students per year. Also, the UAB School of Nursing graduates 14 percent of Alabama’s undergraduate-prepared nurses, averaging 302 graduates per year. A significant proportion (85 percent) of these undergraduate students are Alabama residents. The UAB School of Nursing master’s students and future BSN graduates will serve as a significant portion of the population to respectively enter either the post-master’s or the post-baccalaureate DNP pathways.

Additionally, in a survey of the baccalaureate nursing student population conducted by the School, 101 of 167 respondents (61 percent) reported they were likely or very likely to enroll in a post-baccalaureate DNP program if offered by the UAB School of Nursing. A total of 72 of those surveyed indicated they were interested in exploring entry into a BSN to DNP program in the future and provided their contact information. Recruiters and faculty at UAB also anecdotally report that they routinely receive inquiries at recruiting events and through telephone calls from potential students inquiring about post-baccalaureate DNP program opportunities at the UAB School of Nursing. Subsequently, UAB asserts that its School of Nursing has lost potential students given the lack of a post-baccalaureate DNP program.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 64

Part-time: 3

Support Faculty—

Full-time: 0

Part-time: 3

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

Among all DNP faculty, thirty-five are certified practitioners, nine are certified in education, eight are certified health care administrators, four are certified anesthetists, and 2 are certified clinical nurse specialists. As the DNP program is implemented, new faculty will need to be hired to teach new sections of the existing DNP coursework for nurse anesthetists and nurse practitioners for a total of 4.5 new faculty over a five year period.

Support Staff: No additional support staff will be needed.

Fellowships and Assistantships: Four to eight assistantships will be offered each year.

Equipment: Computers for faculty will be needed for this program.

Facilities: No new facilities will be needed specifically for this program.

Library: UAB's two main campus libraries, Mervyn H. Sterne Library (MSL) and Lister Hill Library of Health Sciences (LHL), offer a wide selection of resources. MSL, the university's major academic library, holds 1,312,099 volumes, 1,132,689 microform items, over 36,000 audio/video tapes/discs, 2,500 periodicals, and online access to 1,500 journals. LHL, the largest biomedical library in the state, houses 318,616 print volumes related to medicine, dentistry, nursing, optometry, allied health, public health, and the biomedical sciences. The library collection is sufficient to support all the UAB schools of health sciences including medicine, dentistry, optometry, health professions, and nursing.

The interdisciplinary components of advanced nursing practice education makes this an ideal library collection. Its collection includes 117,848 books, 161,481 bound journals, 2,263 journal titles, and 4,016 inactive journals. Its current subscriptions include 279 nursing journals. In LHL's Special Collection there are 73,000 volumes of rare books and manuscripts, an Alabama Museum of Health Sciences, the UAB Archives with 3,000 volumes, and a Media Services Unit. Forty-nine original letters written by Florence Nightingale also are a part of this library. Students have electronic access to the UAB libraries, as well as the libraries of the two other University of Alabama System schools.

Program Budget: A total of \$1,059,476 in estimated new funds will be required to support the proposed program over the first five years. A total of \$4,841,047 will be available through tuition and internal reallocations.

Attachment 3
 The University of Alabama at Birmingham
 Doctor of Nursing Practice

Course Number and Title	Number of Credit Hours	* If New Course
<u>NURSE PRACTITIONER POST-BACCALAUREATE DNP</u>		
MAJOR COURSES		
N__ XXX Focus on Advanced Nursing Specialization Roles	3	
N__ XXX Advanced Practice Specialty Didactic I	5	
N__ XXX Advanced Practice Specialty Didactic II	3	
N__ XXX Advanced Practice Specialty Didactic III	5	
N__ XXX Advanced Practice Specialty Practicum I	3	
N__ XXX Advanced Practice Specialty Practicum II	3	
N__ XXX Advanced Practice Specialty Residency	4	
DNP CORE COURSES		
NUR 700 Clinical Data Management and Analysis	3	
NUR 701 Writing for Publication	3	
NUR 729 Evidence-Based Practice Design and Translation	3	
NUR 731 Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing	3	
NUR 743 Evidence-Based Practice Strategies	3	
NUR 735 Population Health in Advanced Practice Nursing	3	
NUR 733 Informatics for Advanced Practice Nursing	3	
NUR 737 Interdisciplinary Leadership and Role Development for Practice Excellence	3	
NUR 740 Health Policy and Politics: Implications for Health Care	3	
NUR 742 Program Evaluation Methods	3	
NUR 738 Scholarly Seminar	3	
SUPPORT COURSES		
NUR XXX Advanced Pathophysiology	3	
NUR XXX Pharmacology and Therapeutics	3	
NUR XXX Advanced Assessment and Diagnostic Reasoning	3	
FREE ELECTIVE		
None	0	
SCHOLARLY PROJECT		
NUR 739 Scholarly Project	7	

Course Number and Title	Number of Credit Hours	* If New Course
<u>NURSE ADMINISTRATION POST-BACCALAUREATE DNP</u>		
MAJOR COURSES		
N__ XXX Nursing and Health Systems Leadership Didactic I	3	
N__ XXX Nursing and Health Systems Leadership Didactic II	3	
N__ XXX Nursing and Health Systems Leadership Didactic III	3	
N__ XXX Advanced Administration and Leadership Practicum I	3	
N__ XXX Advanced Administration and Leadership Practicum II	2	
N__ XXX Advanced Administration and Leadership Residency	4	
DNP CORE COURSES		
NUR 700 Clinical Data Management and Analysis	3	
NUR 701 Writing for Publication	3	
NUR 729 Evidence-Based Practice Design and Translation	3	
NUR 731 Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing	3	
NUR 743 Evidence-Based Practice Strategies	3	
NUR 735 Population Health in Advanced Practice Nursing	3	
NUR 733 Informatics for Advanced Practice Nursing	3	
NUR 737 Interdisciplinary Leadership and Role Development for Practice Excellence	3	
NUR 740 Health Policy and Politics: Implications for Health Care	3	
NUR 742 Program Evaluation Methods	3	
NUR 738 Scholarly Seminar	3	
SUPPORT COURSES		
NHSA XXX Nursing Financial Management	3	
NHSA XXX Nursing Human Resource Management	3	
NHSA XXX Advanced Quality and Patient Safety	3	
FREE ELECTIVE		
None	0	
SCHOLARLY PROJECT		
NUR 739 Scholarly Project	7	

Course Number and Title	Number of Credit Hours	* If New Course
<u>NURSE ANESTHESIA POST-BACCALAREATE DNP</u>		
MAJOR COURSES		
NA XXX Gross Anatomy	4	
NA XXX Biochemistry for the Nurse Anesthetist	3	
NA XXX Anesthesia Pharmacology	3	
NA XXX Focus on Advanced Practice Nursing Specialization Roles	2	
NA XXX Anesthesia Basic Principles	3	
NA XXX Anesthesia Advanced Principles I	3	
NA XXX Anesthesia Advanced Principles II	2	
NA XXX Anesthesia Advanced Principles III	2	
NA XXX Anesthesia Pathophysiology I	3	
NA XXX Anesthesia Pathophysiology II	2	
NA XXX Critical Concepts I	2	
NA XXX Critical Concepts II	2	
NA XXX Regional Anesthesia	2	
NA XXX Practicum I	2	
NA XXX Practicum II	4	
NA XXX Practicum III	4	
NA XXX Nurse Anesthesia Immersion	5	
NA XXX Nurse Anesthesia Specialty Immersion I	5	
NA XXX Nurse Anesthesia Specialty Immersion II	2	
NA XXX Nurse Anesthesia Synthesis	2	
DNP CORE COURSES		
NUR 700 Clinical Data Management and Analysis	3	
NUR 701 Writing for Publication	3	
NUR 729 Evidence-Based Practice Design and Translation	3	
NUR 731 Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing	3	
NUR 743 Evidence-Based Practice Strategies	3	
NUR 735 Population Health in Advanced Practice Nursing	3	
NUR 733 Informatics for Advanced Practice Nursing	3	
NUR 737 Interdisciplinary Leadership and Role Development for Practice Excellence	3	

NUR 740 Health Policy and Politics: Implications for Health Care	3	
NUR 742 Program Evaluation Methods	3	
NUR 738 Scholarly Seminar	3	
SUPPORT COURSES		
NUR XXX Advanced Assessment and Diagnostic Reasoning	3	
FREE ELECTIVE		
None	0	
SCHOLARLY PROJECT		
NUR 739 Scholarly Project	7	

Attachment 4
Resolution by The Board of Trustees of The University of Alabama
Granting Initial Approval of and Submission to ACHE the Proposals for Independent Doctor of Nursing
Practice degrees by UAB, UA, and UAH

THE UNIVERSITY OF ALABAMA
THE UNIVERSITY OF ALABAMA AT BIRMINGHAM
THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

**Consideration of Resolution Granting Initial Approval of and Permission to Submit
to the Alabama Commission on Higher Education (ACHE) Proposals for the
Establishment of Distinct and Collaborative Doctor of Nursing Practice (DNP)
Programs (CIP Code 51.3818) at UA, UAB, and UAH**

WHEREAS, the schools of nursing within the University of Alabama System currently offer a joint Doctor of Nursing Practice degree that was approved in February 2008; and

WHEREAS, collectively the UAB School of Nursing, the UA Capstone College of Nursing, and the UAH College of Nursing play a critical role in training doctorally prepared advanced practice nurses in Alabama and have awarded more than 890 D.N.P. degrees; and

WHEREAS, the joint D.N.P. provides doctoral-level training to nurses who have master's degree and are advanced practice nurses such as nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse administrators; and

WHEREAS, national accreditation and nursing professional advisory bodies are establishing requirements that a post-baccalaureate pathway be part of D.N.P. programs in addition to the post-master's pathway; and

WHEREAS, in order to continue providing appropriate and necessary doctoral-level training for advanced practice nurses that meets these evolving requirements, the UAB School of Nursing, the UA Capstone College of Nursing, and the UAH College of Nursing will establish independent D.N.P. programs and will seek independent accreditation; and

WHEREAS, the University of Alabama System schools of nursing will continue collaboration to address state and national needs for advanced practice nurses;

NOW, THEREFORE, BE IT RESOLVED by The Board of Trustees of The University of Alabama that it grants initial approval of and submission to the Alabama Commission on Higher Education (ACHE) the proposals for independent Doctor of Nursing Practice degrees (CIP Code 51.3818) by The University of Alabama at Birmingham, the University of Alabama, and the University of Alabama in Huntsville.

Attachment 5
Letter From UAB President Watts to Chancellor Witt Supporting Approval for the New DNP Degree
Proposal



Office of the President

January 19, 2016

Dr. Robert E. Witt
Chancellor
University of Alabama System
500 University Boulevard East
Tuscaloosa, AL 35401

Dear Dr. Witt:

In February 2008, the Board of Trustees approved a joint doctor of nursing practice degree (D.N.P.) that involved the schools of nursing at all three System campuses. Since its implementation, this highly successful, collaborative program has awarded more than 890 degrees and has played a pivotal role in training nurses who have master's degrees for advanced practice careers at the next level. In recent years, the need for doctorally trained advanced practice nurses who can help address the shortage of primary care providers and provide leadership in complex healthcare delivery settings has necessitated changes in nursing accreditation and professional expectations—specifically the requirement for a post-baccalaureate pathway to the D.N.P.

With no disruption to the delivery of appropriate instruction to students, the deans of the UAB School of Nursing, the UA Capstone College of Nursing, and the UAH College of Nursing are proposing to evolve the existing post-master's coursework into a post-baccalaureate pathway to the D.N.P. and to establish independent degree program on each campus. The nursing leadership and the institutional leadership on each campus are committed to continuing collaborative efforts that ensure that the UA System remains a primary force in meeting the growing demand for doctorally prepared nurses in the state and the region.

Additional detailed information is available in the full proposal which is attached. We would appreciate having this item placed on the Board's agenda for its February 5th meeting and then forwarded to the Alabama Commission on Higher Education. Please feel free to contact us with any questions or requests for additional information.

Sincerely,

Ray L. Watts, M.D.
President

Attachment

Cc: Dr. Linda C. Lucas
Ms. Kirsten N. Burdick
Dr. Doreen C. Harper
Dr. Charles R. Nash

1070 Administration Building
701 20th Street South
205.934.4636
Fax 205.975.8505

Mailing Address:
AB 1070
1720 2ND AVE S
BIRMINGHAM AL 35294-0110

Attachment 6

Letter from UA, UAB, and UAH Nursing Deans to Board of Trustees Requesting Approval of Independent and New DNP Programs



January 20, 2016

Dear Members of the Board of Trustees:

These three proposals for new Doctor of Nursing Practice (DNP) degree programs are submitted collaboratively by the University of Alabama at Birmingham School of Nursing, the University of Alabama Capstone College of Nursing, and the University of Alabama in Huntsville College of Nursing. Our three school/colleges offer the only Joint DNP Program in the state of Alabama, which was approved by the Alabama Commission on Higher Education in 2008. The Joint DNP Program currently offers a post-master's doctoral degree for nurses who have already completed the MSN degree and who are advanced practice nurses (nurse practitioners, clinical nurse specialists, nurse anesthetists, and nursing administrators).

The Joint DNP degree is offered on the campus of each of the three schools/colleges of nursing, with a common curriculum, professional accreditation, and admission and progression policies.

Since its implementation in 2008, the Joint DNP Program has been very successful, far exceeding our initial goals for enrollment and graduation. Each individual school/college has developed a core group of well-qualified graduate faculty, student applicant pool, and resources to successfully implement the program on their campus. In this proposal, we are seeking approval to:

1. Define and establish a new model of sustainable collaboration among the three UA System school/colleges of nursing.
2. Establish independent DNP programs on each of the three UA school/colleges of nursing that include both the post-master's to DNP pathway as well as the post-baccalaureate to DNP pathway.

This approval is essential to increase access for students and for the full implementation of the DNP degree program that was originally approved by ACHE in 2008. Now that we are ready to add the post-baccalaureate pathway to our DNP programs, we are required by our accrediting bodies to seek independent, rather than joint, accreditations for each of the three nursing schools in the UA System.

Sincerely,

Doreen Harper, PhD, RN, FAAN
Dean
UAB School of Nursing

Suzanne Prevost, PhD, RN, FAAN
Dean
UA Capstone College of Nursing

Marsha Adams, PhD, RN, FAAN
Dean
UAH College of Nursing

School of Nursing Building
1701 University Boulevard
205.934.5428
www.uab.edu/nursing

The University of
Alabama at Birmingham
Mailing Address:
NB 204
1720 2nd Avenue South
BIRMINGHAM AL 35294-1210

DECISION ITEM B-4: University of Alabama in Huntsville, Doctor of Nursing Practice (CIP 51.3818)

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 Doctor of Nursing Practice (DNP) program prepares graduates at the highest level of advanced practice nurses (APN) to provide value-based complex hospital and community-centered care for patients and their families, to redesign and evaluate nursing and healthcare systems, and to address shortages of clinical nursing faculty that will mentor and educate new nurses.

The Joint DNP Program of the three University of Alabama (UA) System Colleges/Schools of Nursing was established in 2008 and professionally accredited in 2010 for post-master's students. Since that time, the three UA System Colleges/Schools of Nursing have worked in an effective collaboration to provide this degree. To better meet needs of students seeking graduate education in nursing in Alabama, the University of Alabama in Huntsville (UAH), as well as the other two UA System Colleges/Schools (the University of Alabama at Birmingham School of Nursing and the University of Alabama Capstone College of Nursing), proposes to offer the post-baccalaureate to the DNP degree pathway while maintaining the previously approved and ongoing post-master's to DNP pathway.

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

Mode of Delivery: The UAH College of Nursing DNP is a hybrid model using distance accessible methods for the delivery of graduate clinical programs.

Similar Programs: In addition to the University of Alabama System Joint DNP – CIP Code: 51.3818, the following institutions offer programs with other CIP codes at this level: University of South Alabama – CIP Code: 51.3801; Troy University – CIP Code: 51.3802. There are nearly 80 programs (public and private) across SREB states that offer both a post-master's and post-BSN pathway or a post-BSN pathway only.

Collaboration: UAH along with the other two UA System institutions recognize the value of continued collaboration of UA System Nursing. There is unanimous agreement and support for sustaining collaborative relationships among the three schools as DNP programs are established on each campus.

Resources: The proposal projected that a total of \$5,465 in new funds will be required to support the proposed program. A total of \$998,576 will be available through tuition and extramural funding.

Public Review: The program was posted on the Commission website from March 28 until April 18 (twenty days) for public review and comments. No comments were received.

Note: There is substantial descriptive and narrative overlap between this item and the University of Alabama at Birmingham School of Nursing and the University of Alabama Capstone College of Nursing DNP proposals, also on the June 2016 Commission agenda.

However, various specific curricular program requirements, faculty specifications, sources of funds available, required funds to support the program, equipment needs, as well as enrollment and graduate projections and other features are different among these three proposals.

Therefore, the three UA System proposals are presented separately for Commission consideration.

Rationale for Staff Recommendation:

1. The UAH College of Nursing has been administering a successful current post-master's to DNP pathway (joining with The University of Alabama Capstone College of Nursing and The University of Alabama at Birmingham School of Nursing).
2. The UAH Nursing Dean states that now that they are ready to add the post-baccalaureate pathway to their DNP program, they are required by their accrediting bodies to seek independent, rather than joint accreditation.
3. At UAH, 99 percent of nursing graduates are hired into higher level nursing jobs within six months of graduation.
4. Alabama and the nation are facing critical shortages of nurse administrators and nurse faculty, especially with the projected tenure of less than seven years in the position for nurse executives and predictions of a mass retirement among the aging nursing faculty over the next five years.
5. Marketing of the post-baccalaureate to DNP and post-master's to DNP programs will be designed to attract a student body with diverse experiences, viewpoints, backgrounds, and experiences.
6. The Nurse Practitioner job category (in general) has projected growth of 35.2 percent from 2014 – 2024, according to The Bureau of Labor Statistics.
7. A Memorandum of Understanding (MOU) for sustainable collaboration among the UA System Nursing Schools will be developed that incorporates research, education and service scholarship opportunities.
8. There is very little financial cost associated with the proposed post-baccalaureate to the DNP degree pathway.
9. There appears to be sufficient need and student demand to support the program.

DECISION ITEM B-4: University of Alabama in Huntsville, Doctor of Nursing Practice (CIP 51.3818)

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

Staff Recommendation: That the Commission approve the proposed Doctor of Nursing Practice (post-baccalaureate to the DNP degree pathway).

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by June 10, 2018, 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 8, 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.

The University of Alabama in Huntsville (UAH) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2021.

- Supporting Documentation:
1. New Academic Degree Program Proposal Summary, attached.
 2. Summary of Background Information, attached.
 3. Curriculum for Proposed Program, attached.
 4. Resolution by The Board of Trustees of the University of Alabama Granting Initial Approval of and Submission to ACHE of the Proposals for Independent Doctor of Nursing Practice degrees by UAB, UA, and UAH, attached.

5. Letter From UAH President Altenkirch to Chancellor Witt Supporting Approval for the New DNP Degree Proposal, attached.
- 6 Letter from UA, UAB, and UAH Nursing Deans to Board of Trustees Requesting Approval of Independent and New DNP Programs, attached.
7. University of Alabama in Huntsville program proposal, submitted February 5, 2016; Available upon request.
8. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of Alabama in Huntsville (College of Nursing)
 PROGRAM Doctor of Nursing Practice (DNP) Program (post-baccalaureate to DNP)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$1,093	\$1,093	\$1,093	\$1,093	\$1,093	\$5,465
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$1,093	\$1,093	\$1,093	\$1,093	\$1,093	\$5,465

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	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000	\$110,000
TUITION	\$53,310	\$106,620	\$185,436	\$248,550	\$294,660	\$888,576
TOTAL	\$75,310	\$128,620	\$207,436	\$270,550	\$316,660	\$998,576

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

**Note: "New Enrollment Headcount" is defined as unduplicated counts across years.
 Post-BSN/DNP**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	10	18	25	30	18
NEW ENROLLMENT HEADCOUNT	5	5	8	10	10	8 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	3	5	7	5

Attachment 2

Summary of Background Information

Doctor of Nursing Practice (Post-BSN/DNP Pathway)
University of Alabama in Huntsville

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

Objectives: The overarching goal of the proposed Doctor of Nursing Practice degree is to develop and offer a program that will:

- Synthesize scientific evidence for the development of clinical interventions for practice.
- Evaluate policy, healthcare delivery, and organizational systems for current and future healthcare needs.
- Translate scientific, theoretical, and ethical principles into healthcare for individuals, families, and populations.
- Incorporate knowledge of current and emerging health technologies to improve healthcare delivery and organizational systems.
- Advocate for social justice, equity, and ethical policies in healthcare.
- Demonstrate intra- and inter-professional collaboration to address health disparities and to improve the quality of healthcare across diverse populations and cultures.
- Assume complex leadership roles to advance clinical practice and healthcare delivery at the organizational and systems level and to improve health outcomes for individuals and populations.

Assessment: Evaluation of the DNP Program is a complex process that is guided by the UAH College of Nursing Total Program Systematic Evaluation Plan (TPSEP) that outlines specific evaluation parameters according to an annual timeline and evaluation review. Specific required data elements that are collected, aggregated and analyzed include: enrollment rates; graduation rates; graduate perception of program quality; alumni perception of program quality; national certification pass rates, employment rates; employment settings; and, employer satisfaction. The UAH College of Nursing DNP Coordinator and Faculty, and College of Nursing Strategic Management Committee in collaboration with the Associate Dean of Graduate Programs review the evaluation plan annually to determine the relevance and appropriateness of the metrics, their definitions, and measurement timelines. Data are collected as part of an annual report, and will be aggregated for presentation in reports that include the DNP Annual Report and the Annual ACHE Report.

The DNP Program evaluation is contributed to by data collected as outlined by the UAH's College of Nursing's TPSEP. The UAH College of Nursing TPSEP outlines data collection for assessment of the effectiveness of the curriculum and individual student and program outcomes. Data collected from the DNP Program are reviewed by the faculty and used to modify teaching and curriculum revision as appropriate. Scholarly projects are also reviewed annually by the DNP program faculty to ensure scholarly rigor and relevance for clinical practice. Findings from the evaluations are also discussed at the level of the Strategic Management Committee, Graduate Curriculum Committee, and Graduate Faculty Meeting.

Discussions of the curriculum and program outcomes result in the identification of common concerns and issues and ultimately to curriculum and program revisions. The Annual Reports are also presented to the

DNP faculty for review and discussion in relation to expected program outcomes. Opportunities for improvement in courses, resources, admission-enrollment-progression processes, faculty workload, student/faculty resources, and the overall curriculum are identified and carried forward to the Graduate Curriculum Committee and Graduate Faculty. Formal review of the curriculum is specified on the TPSEP, but can also be triggered by specific program or student outcomes brought forward by the community of interest.

In addition, data related to program outcomes from new graduates and alumni are collected and aggregated as required by professional accrediting bodies (Commission on Collegiate Nursing Education, CCNE; Council on Accreditation, COA). Data are collected through the Educational Benchmarking Institute (EBI) for generating aggregate data on program outcomes. The EBI provides aggregate and individual School/College data and provides benchmarks for comparison with a select six group of comparable institutions, similar Carnegie Class institutions, and all institutions participating in the survey. A strength of the survey is that it has been mapped relative to the American Association of Colleges of Nursing (AACN) DNP Essentials such that individual respondents rate the degree to which the program has prepared them in meeting each essential. A registry of all students and alumni is maintained to facilitate collection of outcome data. EBI Surveys are disseminated electronically via email, and numerous follow-up reminders are sent out to encourage new graduates and alumni to participate in the survey process. The UAH College of Nursing maintains databases that track student enrollment, progression and graduation, as well as employment.

An annual report will provide a summary of data related to major program outcomes will be distributed to key academic administrators at UAH and in the first five years of the program to the Alabama Commission on Higher Education.

Administration: The program will be administered by the Dean of the College of Nursing, Dr. Marsha Howell Adams, and the Associate Dean of that College, Dr. Haley Hoy.

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 (4) votes were received; all four recommended approval of the proposed Doctor of Nursing Practice (DNP).

Accreditation: The UAH College of Nursing states that it will seek accreditation for the DNP program from the Commission on Collegiate Nursing Education (CCNE), an autonomous national accrediting body for baccalaureate and graduate nursing education programs. The school indicates that it has chosen to seek accreditation for two reasons; first, both school's baccalaureate and master's program are currently accredited by CCNE and, secondly, professional doctoral programs in other disciplines are subject to accreditation processes. The Joint DNP Program's current CCNE accreditation will continue until each school obtains subsequent accreditation.

The UAH College of Nursing application for reaccreditation of the BSN and MSN Programs in 2019 will include the DNP Program. UAH notes that CCNE has begun to incorporate DNP programs into the usual program accreditation processes based on the *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* incorporating *the Essentials of Doctoral Education for Advanced Practice Nursing*, the *Criteria for Evaluation of Nurse Practitioner Programs*.

Curriculum: The Doctor of Nursing Practice (DNP) individual level course of study entails either 71 or 73 total credit hours for completion depending on which of two specific curricula is selected by the candidate.

Nurse Practitioner DNP Curriculum

Credit hours required in major courses	24
Credit hours required in minor	0
Credit hours in institutional general education or core curriculum	33
Credit hours required in support courses	9
Credit hours in required or free electives	0
Credit hours for thesis or dissertation	7

Total credit hours required for completion	73
<u>Administration/Leadership DNP Curriculum</u>	
Credit hours required in major courses	18
Credit hours required in minor	0
Credit hours in institutional general education or core curriculum	38
Credit hours required in support courses	8
Credit hours in required or free electives	0
Credit hours for thesis or dissertation	7
Total credit hours required for completion	71

(The post-master's to DNP pathway for those nurses who have an earned MSN degree has been previously approved by the Commission. The MSN degree has also been previously approved by the Commission.)

Collaboration: The UAH College of Nursing and the University of the Alabama at Birmingham (UAB) and the University of Alabama (UA) state that they recognize the value of continued collaboration of the UA System Nursing Schools. There is unanimous agreement and support for sustaining collaborative relationships among the three schools as DNP programs are established on each campus. A Memorandum of Understanding (MOU) for sustainable collaboration among the UA System Nursing Schools will be developed that incorporates research, education and service scholarship opportunities. Specific ways in which the Colleges/School of Nursing will to continue to collaborate include:

- Regularly scheduled meetings (one per semester) among the three Deans to discuss opportunities for collaboration.
- Continued joint planning and support for the Joint DNP Annual Intensive Conference that brings together all the Joint DNP faculty and students and the Deans to focus on professional issues.
- Development and implementation of a joint annual DNP Summit to focus on such topics as: challenges and trends in DNP education, innovative teaching strategies, scope of practice and health status of Alabamians, etc.
- Collaboration among the faculty in research and scholarship activities.
- Sharing of resources such as research expertise, faculty practice opportunities, professional development offerings, library holdings, etc.
- Long-term maintenance of a database of all DNP Scholarly Projects completed by DNP students at UAH College of Nursing, will be integrated with UA and UAB's nursing programs.

In addition to collaboration with sister schools in the UA system, the UAH College of Nursing will continue efforts with external stakeholders, such as the Huntsville campus of the UAB School of Medicine to promote the use of high-fidelity simulation in inter-professional education. The UAH College of Nursing indicates that it maintains close ties with clinical partners such as the Huntsville Hospital System (the 5th Largest non-profit health care system in the nation), partnering with the facility in allowing competency-based testing on site in simulation labs at the UAH College of Nursing campus.

Additionally, the UAH College of Nursing maintains active collaborative agreements with over 800 healthcare entities across the country, with concentration in the North Alabama area. The UAH states that feedback from communities of interest has been integral in assisting the Joint DNP program in achieving its outcomes and that continued participation with stakeholders will continue to provide sources of internal and external input guiding decision-making about program curricula and policies.

Distance Education: The UAH College of Nursing uses distance accessible methods for the delivery of graduate clinical programs. This is a hybrid model that combines on-line instruction with regularly scheduled classes on campus, and clinical practicums where students progress in the mastery of required competencies. Approximately 50 or more percent of the total program's courses offered will be provided by distance education.

Admissions: Admission to the DNP program will be based on an overall appraisal of the ability to undertake doctoral study and their potential contributions to nursing education and practice. Official

transcripts from all colleges and universities attended will be reviewed for course work and for a cumulative grade point average (GPA). Successful applicants will have an unrestricted Registered Nurse License, and two satisfactory letters of recommendation. All applicants must participate in an admission interview, and complete required application forms with appropriate fees, and meet deadlines for admissions.

The interview process will take into consideration the ability to articulate career goals, cultural awareness and sensitivity, and critical thinking abilities. Evidence of leadership and interpersonal skills will also be assessed.

Post-baccalaureate to DNP	Admission for Advanced Practice Nurse Practitioner and Nursing Administration DNP Applicants
	BSN degree from an accredited institution
	GPA of 3.0 or higher on a 4.0 scale from all higher education courses attempted or from the last 60 hours of coursework attempted, AND achieve one of the following standardized test scores: <ul style="list-style-type: none"> • MAT 410 • GRE 150 Verbal, 150 Quantitative, and 3.0 Analytical Writing GRE/MAT waived for GPA of 3.2 or higher
	Two satisfactory references from former faculty or professional colleagues
	Official transcripts from all higher education courses or programs attempted
	Active, unencumbered RN license in the state clinical education will be completed
	Professional Statement
	Resume or curriculum vitae
	Interview with DNP faculty member
Post-master's to DNP	Admission for Advanced Practice Nursing DNP Applicants
	A master's degree in an area of advanced practice (nurse practitioner, clinical nurse specialist, or nursing administration)
	A graduate GPA of at least 3.0 overall on a 4.0 scale or in the last 60 hours of earned credit
	Two satisfactory references from former faculty or professional colleagues
	Official transcripts from all higher education courses or programs attempted
	(1) Current professional certification as an advanced practice nurse where applicable (2) Evidence of a RN license (3) Evidence of an advanced practice nurse license or eligibility in the state of planned practice CPR certification
	Professional Statement
	Resume or curriculum vitae
	Interview with DNP faculty member

Need: In 2004, The American Association of Colleges of Nursing (AACN) adopted a resolution to move the level of preparation necessary for APN roles from the master's degree to the doctoral level by the year 2015. Although the goal of this resolution has not yet been met, there is evidence of growing support and movement within the profession toward the post-baccalaureate to DNP as the degree required for entry to APN. With increasing support for the post-baccalaureate to DNP for entry into APN, roles such as the nurse practitioner, nurse midwife, and nurse anesthetist, the long-term viability of the post-master's to DNP model is in question. Nurses desiring to become certified in APN roles such as the nurse

practitioner and the nurse anesthetist are increasingly seeking the post-baccalaureate to DNP option rather than the post-master's to DNP option. In September of 2015, the National Organization of Nurse Practitioner Faculties (NONPF) reaffirmed support for advancing the DNP degree as entry level for the nurse practitioner role with the post-baccalaureate to DNP as the preferred pathway. Similarly, in 2007 the Board of Directors of the American Association of Nurse Anesthetists (AANA) adopted a resolution requiring a doctoral degree for entry into Nurse Anesthesia practice by 2025.

Currently, more than 250 schools of nursing offering DNP programs nationwide. More than 30 percent offer the post-baccalaureate to DNP, while an additional 27 percent of these schools are planning to move to the post-baccalaureate to DNP within the next five years and close their APN master's degree options. Additionally, a growing interest and demand for the post-baccalaureate to DNP degree pathway has been demonstrated by BSN-prepared nurses. The UAH College of Nursing (along with UA and UAB) recently surveyed undergraduate nursing students about their preferences for graduate nursing education opportunities. In the survey, 78 percent of student respondents (n=458) reported that they were likely or very likely to select a post-baccalaureate to DNP program for graduate study if the program was offered by their current college/school of nursing.

Alabama's need for this program is also expressed by the status of the delivery of healthcare within the state. Alabama's Office of Primary Care and Rural Health lists 55 of the state's 67 counties as rural, and all 67 of the counties have been designated as either Medically Underserved Areas (MUAs) or Medically Underserved Populations (MUPs) by the U.S. Department of Health and Human Services, which makes fulfilling the need for highly trained and qualified APNs of primary importance to the state. In 2015, Governor Bentley gave prominence to these issues of accessible healthcare in Alabama when he formed the Alabama Health Care Improvement Task Force to address scope-of-practice for APNs as one of its key foci. This focus acknowledges the integral role APNs play in delivering quality care to Alabama's citizens. However, research published by Hooker and Muchow (2015) states that Alabama has the lowest state ratio of nurse practitioners (40 per 100,000). By educating and training DNP-prepared APNs and nurse administrators the UAH College of Nursing is helping meet the demand of healthcare professionals who are prepared to address the needs of the state's rural and underserved populations.

The UAH College of Nursing has had success in this endeavor as a member of the Joint DNP Program, which has had a direct impact on the Alabama workforce and health systems leadership since many DNP-prepared Chief Nursing Officers in Alabama hospitals and clinical facilities are now graduates of the UA System Joint DNP Program. Similarly, DNP-prepared graduates (nurse practitioners, certified registered nurse anesthetist, clinical specialists) are positioned to assume leadership roles in practice as well as faculty positions in community colleges and baccalaureate and higher degree programs.

Projected	Job Openings					
	Year	Year 2	Year 3	Year 4	Year 5	Total
Local	35	39	45	50	55	224
State	358	365	372	380	387	1,862
SREB	16,485	16,815	17,151	17,494	17,844	85,789
Nation	53,379	54,447	55,536	56,646	57,779	277,787

Student Demand: In a survey of undergraduate nursing majors conducted by the UAH College of Nursing 115 of 124 respondents (92 percent) reported they were likely or very likely to complete their graduate studies in nursing. Of the 124 respondents, a total of 73 (59 percent) reported they were likely or very likely to select a post-baccalaureate to DNP program. A total of 54 students indicated they were interested in exploring entry into a post-baccalaureate to DNP program in the future and provided their contact information. Of those 54 students, 50 identified Alabama addresses. These data suggest that availability of the post-baccalaureate to DNP pathway would be highly sought by potential students. The proposers state, recruiters and staff at the UAH College of Nursing anecdotally report that they routinely

receive inquiries at recruiting events and in telephone calls from potential students inquiring about the post-baccalaureate to DNP program opportunities at the UAH.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 21

Part-time: 3

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty employed to teach in the first five years:

Primary Faculty:

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

The proposed program will be staffed with existing faculty. Eleven of the full-time faculty are prepared with research doctorates (PhD) and teach primarily in the research and scientific foundation courses while the other ten full-time faculty have DNP degrees and teach primarily in the advanced practice preparation and transitional evidence courses.

Support Staff: No additional support staff will be needed.

Fellowships and Assistantships: The UAH College of Nursing will designate one assistantship using Health Resources and Services Administration (HRSA) sponsored Nursing Faculty Loan funds, if funding is recurring each year. In addition, one assistantship will be awarded using extramural Advanced Education Nursing Traineeship (AENT) funds, if the College of Nursing receives funding each year.

Equipment: No special equipment be needed specifically for this program.

Facilities: No new facilities will be needed specifically for this program.

Library: The UAH M. Louis Salmon Library provides both print and online collections to support the academic and research programs of the University. The Library has a collection of over 260,000 print volumes, a selective collection of over 500,000 United States government publications, and over 11,000 microform materials. In addition to the physical collections, the Library offers a broad selection of journals, newspapers and other serials in electronic form. Nearly 120,000 unique managed online resources, including journals and reports, over 62,000 electronic books and over 300 databases can be accessed both on and off campus via the Library website at <http://www.uah.edu/library>. Also, the Library provides InterLibrary Loan service (ILL) through OCLC WorldCat, to retrieve additional materials held by libraries across the United States. The Library also uses a daily shipping service to borrow materials from other libraries within the Network of Alabama Academic Libraries (NAAL).

For the UAHCON in particular, the Library has over 8,000 print volumes in the book collection, and access to over 7,000 serial titles (primarily electronic journals available online). This collection includes journals available through the CINAHL (Cumulative Index to Nursing & Allied Health Literature) Plus with Full Text, OVID Nursing Journals, ProQuest: Health & Medicine, and ScienceDirect databases (among others). Also, students in the DNP program have access to the online databases available through UA and through UAB, providing expanded access to those additional resources.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 10, 2016

Program Budget: A total of \$5,465 in estimated new funds will be required to support the proposed program over the first five years. A total of \$998,576 will be available through tuition and extramural funding.

Attachment 3
 The University of Alabama in Huntsville
 Doctor of Nursing Practice

Course Number and Title	Number of Credit Hours	* If New Course
<u>NURSE PRACTITIONER POST-BACCALAUREATE DNP</u>		
MAJOR COURSES		
N__ XXX NP Course I	6	
N__ XXX NP Course II	6	
N__ XXX NP Course III	6	
N__ XXX NP Course IV	6	
DNP CORE COURSES		
NUR 700 Clinical Data Management and Analysis	3	
NUR 701 Writing for Publication	3	
NUR 729 Evidence-Based Practice Design and Translation	3	
NUR 731 Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing	3	
NUR 743 Evidence-Based Practice Strategies	3	
NUR 735 Population Health in Advanced Practice Nursing	3	
NUR 733 Informatics for Advanced Practice Nursing	3	
NUR 737 Interdisciplinary Leadership and Role Development for Practice Excellence	3	
NUR 740 Health Policy and Politics: Implications for Health Care	3	
NUR 742 Program Evaluation Methods	3	
NUR 738 Scholarly Seminar	3	
SUPPORT COURSES		
NUR XXX Advanced Pathophysiology	3	
NUR XXX Advanced Pharmacology	3	
NUR XXX Advanced Health Assessment	3	
FREE ELECTIVE		
None	0	
SCHOLARLY PROJECT		
NUR 739 Scholarly Project	7	

Course Number and Title	Number of Credit Hours	* If New Course
<u>NURSE ADMINISTRATION POST-BACCALAUREATE DNP</u>		
MAJOR COURSES		
N__ XXX Leadership in Resource Management	3	
N__ XXX Residency in Leadership	1	
N__ XXX Theoretical Foundations of Nursing in Healthcare Systems	3	
N__ XXX Applied Leadership	6	
N__ XXX Internship in Nursing Leadership	5	
DNP CORE COURSES		
NUR 700 Clinical Data Management and Analysis	3	
NUR 701 Writing for Publication	3	
NUR 729 Evidence-Based Practice Design and Translation	3	
NUR 731 Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing	3	
NUR 734 Advanced Experiential Clinical	5	
NUR 743 Evidence-Based Practice Strategies	3	
NUR 735 Population Health in Advanced Practice Nursing	3	
NUR 733 Informatics for Advanced Practice Nursing	3	
NUR 737 Interdisciplinary Leadership and Role Development for Practice Excellence	3	
NUR 740 Health Policy and Politics: Implications for Health Care	3	
NUR 742 Program Evaluation Methods	3	
NUR 738 Scholarly Seminar	3	
SUPPORT COURSES		
NHSA XXX Budgeting in Healthcare Systems	3	
NHSA XXX Economic and Policy Implications	3	
NHSA XXX Case Management in Healthcare Systems	2	
FREE ELECTIVE		
None	0	
SCHOLARLY PROJECT		
NUR 739 Scholarly Project	7	

Attachment 4
Resolution by The Board of Trustees of The University of Alabama
Granting Initial Approval of and Submission to ACHE the Proposals for Independent Doctor of Nursing
Practice degrees by UAB, UA, and UAH

**THE UNIVERSITY OF ALABAMA
THE UNIVERSITY OF ALABAMA AT BIRMINGHAM
THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**

**Consideration of Resolution Granting Initial Approval of and Permission to Submit
to the Alabama Commission on Higher Education (ACHE) Proposals for the
Establishment of Distinct and Collaborative Doctor of Nursing Practice (DNP)
Programs (CIP Code 51.3818) at UA, UAB, and UAH**

WHEREAS, the schools of nursing within the University of Alabama System currently offer a joint Doctor of Nursing Practice degree that was approved in February 2008; and

WHEREAS, collectively the UAB School of Nursing, the UA Capstone College of Nursing, and the UAH College of Nursing play a critical role in training doctorally prepared advanced practice nurses in Alabama and have awarded more than 890 D.N.P. degrees; and

WHEREAS, the joint D.N.P. provides doctoral-level training to nurses who have master's degree and are advanced practice nurses such as nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse administrators; and

WHEREAS, national accreditation and nursing professional advisory bodies are establishing requirements that a post-baccalaureate pathway be part of D.N.P. programs in addition to the post-master's pathway; and

WHEREAS, in order to continue providing appropriate and necessary doctoral-level training for advanced practice nurses that meets these evolving requirements, the UAB School of Nursing, the UA Capstone College of Nursing, and the UAH College of Nursing will establish independent D.N.P. programs and will seek independent accreditation; and

WHEREAS, the University of Alabama System schools of nursing will continue collaboration to address state and national needs for advanced practice nurses;

NOW, THEREFORE, BE IT RESOLVED by The Board of Trustees of The University of Alabama that it grants initial approval of and submission to the Alabama Commission on Higher Education (ACHE) the proposals for independent Doctor of Nursing Practice degrees (CIP Code 51.3818) by The University of Alabama at Birmingham, the University of Alabama, and the University of Alabama in Huntsville.

Attachment 5
Letter From UAH President Altenkirch to Chancellor Witt Supporting Approval for the New DNP Degree
Proposal



Office of the President

January 20, 2016

Dr. Robert Witt
Chancellor
The University of Alabama System
500 University Blvd. East
Tuscaloosa, AL 35401

Dear Dr. Witt:

Attached is a resolution and supporting materials for a Proposal for the Establishment of the Doctor of Nursing Practice (DNP) of the College of Nursing at The University of Alabama in Huntsville.

I seek approval of this resolution by you and the Board of Trustees and ask that it be placed on the agenda for the Board at the next meeting on February 5, 2016.

Sincerely,



Robert A. Altenkirch
President

RAA/fh

Attachments

Attachment 6
Letter from UA, UAB, and UAH Nursing Deans to Board of Trustees



January 20, 2016

Dear Members of the Board of Trustees:

These three proposals for new Doctor of Nursing Practice (DNP) degree programs are submitted collaboratively by the University of Alabama at Birmingham School of Nursing, the University of Alabama Capstone College of Nursing, and the University of Alabama in Huntsville College of Nursing. Our three school/colleges offer the only Joint DNP Program in the state of Alabama, which was approved by the Alabama Commission on Higher Education in 2008. The Joint DNP Program currently offers a post-master's doctoral degree for nurses who have already completed the MSN degree and who are advanced practice nurses (nurse practitioners, clinical nurse specialists, nurse anesthetists, and nursing administrators).

The Joint DNP degree is offered on the campus of each of the three schools/colleges of nursing, with a common curriculum, professional accreditation, and admission and progression policies.

Since its implementation in 2008, the Joint DNP Program has been very successful, far exceeding our initial goals for enrollment and graduation. Each individual school/college has developed a core group of well-qualified graduate faculty, student applicant pool, and resources to successfully implement the program on their campus. In this proposal, we are seeking approval to:

1. Define and establish a new model of sustainable collaboration among the three UA System school/colleges of nursing.
2. Establish independent DNP programs on each of the three UA school/colleges of nursing that include both the post-master's to DNP pathway as well as the post-baccalaureate to DNP pathway.

This approval is essential to increase access for students and for the full implementation of the DNP degree program that was originally approved by ACHE in 2008. Now that we are ready to add the post-baccalaureate pathway to our DNP programs, we are required by our accrediting bodies to seek independent, rather than joint, accreditations for each of the three nursing schools in the UA System.

Sincerely,

Doreen Harper, PhD, RN, FAAN
Dean
UAB School of Nursing

Suzanne Prevost, PhD, RN, FAAN
Dean
UA Capstone College of Nursing

Marsha Adams, PhD, RN, FAAN
Dean
UAH College of Nursing

School of Nursing Building
1701 University Boulevard
205.934.5428
www.uab.edu/nursing

The University of
Alabama at Birmingham
Mailing Address:
NB 204
1720 2nd Avenue South
BIRMINGHAM AL 35294-1210

DECISION ITEM B-5: Jacksonville State University, Doctor of Nursing Practice (CIP 51.3818)

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: Jacksonville State University (JSU) proposes a post-bachelor's of science in nursing (BSN) to DNP pathway and a post-master's to DNP program pathway to educate nurses in advanced practice and prepare them to function as nurse practitioners with the highest level of preparation, which is the practice doctorate, the DNP.

The proposed BSN to DNP and post-master's to DNP program pathways seek to provide students the opportunity to achieve learning outcomes which yield highly educated nurse leaders, clinicians, and educators. The program also extends outcomes for graduates including increased employment opportunities, providing higher level of care, and providing increased access to care in health care organizations and communities to both patients and families.

JSU states that these pathways are consistent with recommendations from the American Association of Colleges of Nursing (AACN, 2004), the National Organization of Nurse Practitioner Faculties (NONPF, 2015), and national nursing initiatives for advancing healthcare in the nation. The program will provide pathways for registered nurses to expand their theoretical nursing knowledge and acquire advanced practice skills, with the goals of increasing access to care for the public in Alabama and the nation and increasing the availability of doctoral prepared nurses equipped to educate current and future students of nursing in colleges/schools of nursing.

Role: The proposed program is not within the instructional role recognized by the Commission for the Jacksonville State University. However, in accordance with ACHE policy, JSU may seek staff and Commission approval and implement up to three individual doctoral proposals, before needing to seek a role change to the doctoral level. Currently, JSU has one approved doctoral program, the Doctor of Science in Emergency Management (CIP 44.9999), approved by the Commission on June 18, 2010.

Mode of Delivery: All course work will be delivered via distance education utilizing the Blackboard Learning Management System. A collaborative agreement with the University of South Alabama in Mobile, AL will allow for students to attend required 2-3 day intensives for clinical proficiency simulations.

Similar Programs: The following institutions offer similar programs at this level: the University of Alabama System Joint DNP at CIP Code 51.3818; the University of South Alabama at CIP Code 51.3801; and Troy University at CIP Code 51.3802.

Collaboration: A collaborative agreement is being developed with the University of South Alabama, College of Nursing in Mobile, Alabama.

Resources: The proposal projected that a total of \$1,970,775 in new funds will be required to support the proposed program. A total of \$2,104,383 will be available through tuition as well as internal reallocations and extramural funding.

Public Review: The program was posted on the Commission website from March 28 until April 18 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. It is the intent of Jacksonville State University, College of Nursing to develop a Family Nurse Practitioner (FNP) and an Adult-Gerontology Acute Care Nurse Practitioner Program (AGACNP) to meet these needs and respond to requests from their community of interest.
2. The U.S. Department of Health and Human Services (2015) states that there are 99 medically underserved areas (MUAs) or medically underserved populations (MUPs) in Alabama.
3. The JSU College of Nursing has been successfully preparing nurses at the master's program level for 16 years with 212 MSN graduates.
4. The proposed degree has strong support from community hospitals/clinics/medical centers.
5. A collaborative agreement is being developed with the University of South Alabama, College of Nursing in Mobile, AL.
6. A letter of support for the proposed program has been provided by Dr. David Satcher, former four-star admiral in the United States Public Health Service Commissioned Corps, 10th Assistant Secretary for Health, and the 16th Surgeon General of the United States (attachment 4).
7. The proposed program presents a highly comprehensive assessment plan.
8. According to the American Association of Colleges of Nursing, in 2013-14 there were over 13,000 qualified applicants turned away from nursing graduate programs at the Master's level.

Note:

For the purposes of the ACHE Standard calculation, and as stated in the Guidelines for Instructional Role 2015-19, a nondoctoral institution that has a Commission approved doctoral program will be given the appropriate doctoral weights only for the credit hours that result from the implementation of the approved program. These credit hours also shall receive the doctoral library factor in the ACHE Standard calculation.

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

DECISION ITEM B-5: Jacksonville State University, Doctor of Nursing Practice (CIP 51.3818)

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

Staff Recommendation: That the Commission approve the proposed Doctor of Nursing Practice post-baccalaureate degree pathway and post-masters degree pathway. The post-baccalaureate to DNP pathway includes two curricular options: Family Nurse Practitioner and Adult-Gerontology Acute Care Nurse Practitioner.

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by June 10, 2018, 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.

Pre-Implementation Conditions:

1. ACHE will be provided information regarding the hiring of new faculty to include the search process, hired faculty resumes, and date of commencing duties.
2. ACHE will be provided Evidence of Commission on Collegiate Nursing Education (CCNE) accreditation plan activity and status of that plan for the proposed program.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2017-18, will be at least 18, based on the proposal.
2. That the annual average number of graduates for the period 2019-20 through 2021-22 (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.
5. Documentation from the Commission on Collegiate Nursing Education (CCNE) of attaining accreditation for the proposed program.
6. For each of the first four years of implementation, annual reports regarding the status of the proposed program, including enrollments and student satisfaction with the program, and number of graduates as available.

Jacksonville State University (JSU) 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, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Letter from Morehouse School of Medicine, The Satcher Health Leadership Institute Interim Director Kisha Holden and Founding Director David Satcher to JSU Dean of the College of Nursing Christie Shelton, attached.
5. Letter from Gadsden State Community College President Martha Lavender to JSU Dean of the College of Nursing Christie Shelton, attached.
6. Letter from Regional Medical Center Vice President and Chief Operating Officer Joseph Weaver to JSU Dean of the College of Nursing Christie Shelton, attached.
7. Letter from Stringfellow Memorial Hospital, Chief Executive Officer Jay Hinesley and Chief Nursing Officer Martha Seahorn to JSU Dean of the College of Nursing Christie Shelton, attached.
8. Jacksonville State University program proposal, submitted February 19, 2016; Available upon request.
9. "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	Jacksonville State University (College of Nursing)
PROGRAM	Doctor of Nursing Practice (DNP) Program

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$210,000	\$319,200	\$325,584	\$437,095	\$445,836	\$1,737,715
LIBRARY	\$40,580	\$40,580	\$40,580	\$40,580	\$40,580	\$202,900
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$6,032	\$6,032	\$6,032	\$6,032	\$6,032	\$30,160
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$256,612	\$365,812	\$372,196	\$483,707	\$492,448	\$1,970,775

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$75,000	\$75,000	\$75,000	\$110,000	\$110,000	\$445,000
EXTRAMURAL	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000
TUITION	\$122,508	\$196,194	\$252,216	\$280,227	\$308,238	\$1,159,383
TOTAL	\$297,508	\$371,194	\$427,216	\$490,227	\$518,238	\$2,104,383

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

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

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	14	22	28	31	34	26
NEW ENROLLMENT HEADCOUNT	14	16	18	20	22	18 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	2	4	10	5

Attachment 2

Summary of Background Information

Doctor of Nursing Practice
Jacksonville State University

Role: The proposed program is not within the instructional role recognized by the Commission for the Jacksonville State University. However, in accordance with ACHE policy, JSU may seek staff and Commission approval and implement up to three individual doctoral proposals, before needing to seek a role change to the doctoral level. Currently, JSU has one approved doctoral program, the Doctor of Science in Emergency Management (CIP 44.9999), approved by the Commission on June 18, 2010.

Objectives: The student learning outcomes of the proposed Doctor of Nursing Practice degree are to develop and offer a program that assures graduates are able to:

- Practice nursing at the highest level, demonstrating knowledge, skills, and attributes essential to advanced practice in the designated pathway for advanced practice (AG ACNP or FNP).
- Analyze, lead, and manage complex and diverse health care organizations and be responsive to a changing health care environment.
- Function as nurse scholars to advocate and insure quality outcomes based care utilizing evidence to guide best practice.
- Apply information and patient care technology to transform patient care delivery.
- Participate in development of health care policy and lead as an advocate for improvements in the health care system.
- Participate in interprofessional teams as leader and consultant to deliver optimal, evidence-based care to patients and populations.
- Design and apply evidence-based strategies for clinical prevention and population health to improve the nation's health.

The student learning outcomes listed above are derived from the doctoral education standards for essential program content and outcome expectations for the advanced practice nursing doctorate. These standards are published in AACN's *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006). This document includes eight standards which have been synthesized in this proposal to compose the learning outcomes identified above. *The Essentials* document identifies and describes the standards for program design and evaluation by both internal and external reviewers.

Assessment: The proposed program will be evaluated using the same annual reporting process for evaluating effectiveness of current nursing programs. Program outcomes will be measured based on the systematic evaluation plan of the department. The systematic evaluation plan (SEP) will incorporate the program outcomes, which will include professional nursing standards and guidelines as listed in Section I and have set benchmarks that are realistic yet reflective of quality.

The SEP is designed around the *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (2013). Identification of data points is informed by the standards as well as programmatic and university needs. Data collected include, but are not limited to, the following: 1. Enrollment rates, 2. Completion rates, 3. Certification pass rates, 4. Employment rates, 5. Program surveys, 6. Faculty and course surveys, 7. Alumni surveys, 8. Preceptor evaluations, 9. Employer surveys, 10. Course pass rates.

JSU states that the SEP is reviewed annually by the Administrative Council which is comprised of the dean, associate dean, director of graduate nursing programs, and directors of undergraduate nursing programs. Additionally, faculty review and vote on any deletions or additions to the SEP. The detailed SEP provides direction as to the individual or committee responsible for collection and reporting of data. Many of the data points mentioned above are also data points required for reports to CCNE for accreditation purposes. Additionally, the various data points are discussed as appropriate to improve outcomes. For instance, during annual faculty evaluations, the evaluator will review course and faculty outcome data from students that includes quantitative and qualitative data. Trends, if available, will be identified and discussed. If necessary, strategies for improvement will be identified.

Aggregate findings are discussed amongst the Administrative Council, the College of Nursing Graduate Council, and in general faculty meetings as appropriate. These findings inform curriculum change, programmatic change, etc. In addition to collection of data, the SEP provides guidelines for curriculum review of each program. Curriculum review/revision may be prompted by trended student feedback, feedback at annual advisory meetings from stakeholders, national initiatives or changes in professional standards, and areas identified as needing improvement based on specific program outcome findings. In an effort to increase response rate to surveys administered after graduation, students will be educated while in the program as to the importance of such data.

Data collected for evaluation purposes are used to develop an annual report for submission to a variety of JSU officials as well as preparation of annual reports for accrediting and regulating bodies. The JSU annual report requires the department to address areas for improvement in terms of meeting program outcomes and to monitor and report on strategies implemented to improve.

Additionally, post-graduate information will be requested regarding the role in which the graduate is functioning. For instance, graduates will be asked to identify whether employment is that of a traditional nurse practitioner role, nurse educator in academia, consultant, leadership in a healthcare organization, etc. This survey will be disseminated to graduates six months after graduation. It is anticipated that an additional survey will be disseminated three years after graduation to request data again specific to role in the workforce as well as significant accomplishments such as publications, additional certifications, or prestigious awards. Students will be educated on the data collection process as well as the need for accurate and complete data during the program. JSU states that students will also be encouraged to share such accomplishments via social media outlets managed by nursing staff. In terms of furthering education, students will be asked on the first survey a question regarding pursuit of additional degrees. A data base will be maintained in the Office of Student Services specific to accomplishments of graduates.

Administration: The program will be administered by the Dean of the College of Nursing, Dr. Christie Shelton, and the Department of Nursing Director, Dr. Rebecca Peinhardt. Dr. Peinhardt holds the DNP.

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 (4) votes were received; two (2) recommended approval of the proposed Doctor of Nursing Practice (DNP) and two (2) abstained. JSU did provide a response to the ACGD proposal evaluation feedback. In its response, JSU addressed program need, resources, program curriculum, and planning in terms of contacting the Commission on Collegiate Nursing Education (CCNE) regarding the external program review process.

Accreditation: The Commission on Collegiate Nursing Education (CCNE) is the accrediting agency for current programs at Jacksonville State University, College of Nursing (JSU CON). It is the intent of JSU CON to seek accreditation through this agency for the DNP program as well. CCNE accreditation is an indication to the public, including prospective students, that the quality and integrity of the program is monitored and assured. The most recent reaffirmation of accreditation for JSU CON occurred in 2015 with continued accreditation for the BSN and MSN programs until 2025. The guidelines for this type of accreditation are so noted in the Standards for Accreditation of Baccalaureate and Graduate Nursing Programs. CCNE expects such a program to incorporate the following professional standards and guidelines: a) *The Essentials of Doctoral Education for Advanced Practice Nursing* (2006); b) *The Criteria*

for *Evaluation of Nurse Practitioner Programs* (2012); 3) *Population-Focused Nurse Practitioner Competencies* (2013); and 4) *Adult-Gerontology Acute Care Nurse Practitioner Competencies* (2012).

JSU also provided further detailed accreditation information. The College of Nursing at Jacksonville State University is currently accredited by the Commission on Collegiate Nursing Education (CCNE). The first step in notification of this change to CCNE is a Letter of Intent to develop these programs, which should be sent after ACHE approval. The creation and delivery of the proposed BSN-DNP and post-Master's DNP constitutes a substantive change and requires notification to CCNE by the dean. JSU explains that the notification must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence occurs. CCNE defines implementation or occurrence of the change as 'when students start taking classes'. That date for JSU CON will be on or around August 23, 2017. JSU elaborates that the substantive change will be submitted within the 90 day time frame before August 23, 2017. The on-site evaluation cannot be scheduled with this type of program until students have completed two semesters. Therefore, the earliest the site visit can be scheduled is after April 2018. The JSU CON will continue to update ACHE staff accordingly as progress is made toward accreditation.

Curriculum: The Doctor of Nursing Practice (DNP) individual level course of study entails varied total credit hours for completion depending on which of two specific curricula is selected by the candidate.

BSN-DNP Pathway

Credit hours required in major courses	33
Credit hours required in minor	N/A
Credit hours in institutional general education or core curriculum	24
Credit hours required in support courses	9
Credit hours in required or free electives	N/A
Credit hours for thesis or dissertation (DNP Project)*	3
Total credit hours required for completion	69

*Project hours also included in clinical residency.

Post-Master's DNP Pathway

Credit hours required in major courses	9
Credit hours required in minor	N/A
Credit hours in institutional general education or core curriculum	24
Credit hours required in support courses*	N/A
Credit hours in required or free electives	N/A
Credit hours for thesis or dissertation (DNP Project)	3
Total credit hours required for completion	36

*Students must have "3 Ps" prior to acceptance: Physical Assessment; Advanced Pathophysiology, and Pharmacology.

The MSN degree has been previously approved by the Commission.

Collaboration: The College of Nursing plans on collaborating with other institutions in the delivery of the proposed program. A collaborative agreement is being developed with the University of South Alabama, College of Nursing in Mobile, AL, which will allow for students to attend required 3-4 day intensives for clinical proficiency simulations and acquisition of required skills. The JSU College of Nursing will be maintaining autonomy in terms of student oversight and course delivery. JSU notes that students only have to attend the simulation experience once during the plan of study.

Distance Education: All course work will be delivered via distance education utilizing the Blackboard Learning Management System. A collaborative agreement with the University of South Alabama in Mobile, AL will allow for students to attend required 2-3 day intensives for clinical proficiency simulations. All courses that are delivered via a distance education format will meet the same quality standards as traditionally offered courses. Short-term clinical simulation intensives will require additional cost to the student in terms of travel expenses and associated fees. The clinical requirement for the programs will require oversight by a preceptor in the clinical setting. One-hundred percent of the total program's courses offered will be provided by distance education.

Admissions: Admissions to the BSN to DNP and Post-master's to DNP are as follows:

BSN to DNP	Requirements for unconditional admission
	BSN degree from an accredited institution
	Unencumbered RN license
	Overall GPA of 3.0 or higher on a 4.0 scale (cumulative or last 60 credit hours)
	No additional qualifying exam
	Admission test scores not required (GRE, MAT)
	2 years practice experience as Registered Nurse; may work toward years of experience while completing core courses
	Three professional references
	Professional interview may be required
	Satisfactory writing sample of statement of purpose
Post-master's to DNP	
	A master's degree with a clinical focus validating 500 practice hours including but not limited to certified nurse practitioners
	Professional interview may be required
	Unencumbered RN license
	Overall GPA of 3.0 or higher on a 4.0 scale (cumulative or last 60 credit hours)
	Three professional references
	Writing sample of personal goals statement

Need: According to data from the United States Department of Health and Human Services (2015), there are 99 Medically Underserved Areas (MUAs) or Medically Underserved Populations (MUPs) in Alabama found in all 67 counties within the state. MUA/Ps are areas/populations designated as facing barriers to health care access. Fifty-five of the 67 counties in the state are considered rural, according to Alabama's Office of Primary Care and Rural Health (2015). Additionally, there are 80 Health Professional Shortage Areas (HPSAs). These areas are defined as those experiencing shortages of primary medical care, dental or mental health providers and may be geographic, population, or facilities. Access to care is paramount to maintaining health within the state and in reducing health care costs. Primary care providers include nurse practitioners who focus on primary care.

Alabama's Governor Bentley recently formed the Alabama Health Care Improvement Task Force to address concerns related to advanced practice registered nurses' scope of practice. The establishment of such a group with specific direction emphasizes the need and importance of the role advanced practice nurses will assume in meeting the health care needs of Alabama citizens. According to data from the Kaiser Foundation (2012), Alabama has 40 nurse practitioners per 100,000 population, one of the lowest ratios in the nation.

A critical need exists locally, regionally, and nationally for nurse practitioners. Recently, David Auerbach, PhD and colleagues at the RAND Corporation used a statistical model to predict the growing need for Nurse Practitioners. Study results indicated that the need for Nurse Practitioners would increase 94 percent from 128,000 in 2008 to 244,000 by 2025 in the U.S. (Auerbach et.al, 2014).

According to 2013-2014 data from the American Association of Colleges of Nursing (Fang, Arietta, & Trautman, 2015), 13,444 qualified applicants were turned away from graduate nursing programs at the master's level. Of the 13,444, there were 10,955 qualified master's level applicants for Nurse Practitioner programs who were not admitted in 2013-2014, which is an increase from the 2012-2013 data reflecting 10,647 Nurse Practitioner qualified master's level applicants that were not admitted (Fang, Li, Arietta, & Bednash, 2014).

One primary reason for turning away qualified applicants at all degree levels is the shortage of nursing faculty (AACN, 2015). The average age of faculty in Alabama is 50 years. This obstacle prevents expanding the nation's nursing workforce and meeting the healthcare demands for registered nurses.

There exists a call at the national level of nursing education by professional and accrediting organizations to elevate, through education, the entry level for advanced nursing practice to the doctoral level (AACN, 2004). According to Fang, Arietti, and Troutman (2015), 1,494 qualified applicants were not admitted to doctoral study for the Doctor of Nursing Practice degree in 2013 due to existing programs being unable to accommodate them. Creation and delivery of such a program as the Doctor of Nursing Practice at JSU will work toward achieving that national nursing goal and will provide an additional pathway to doctoral education for students in the rural areas of central and northeast Alabama. Educating and adding to the advanced practice nursing workforce will help elevate the quality of care provided to the public in Alabama and the nation. The Doctor of Nursing Practice is considered the terminal degree for advanced practice in nursing by the American Association of Colleges of Nursing (Auerbach et al., 2014).

JSU proposes to develop and provide an online post-bachelor's of science in nursing (BSN) to DNP and post-master's DNP program to educate nurses in advanced practice and prepare them to function as nurse practitioners with the highest level of preparation, which is the practice doctorate, the DNP. These pathways are consistent with recommendations from the American Association of Colleges of Nursing (AACN, 2004) and national nursing initiatives for advancing healthcare in the nation. For JSU nursing graduates who seek to continue their education at JSU, it is imperative that a seamless academic progression is made available at the post-baccalaureate level. Completion of this degree will provide graduates entry into advanced practice at the highest level of educational preparation for nursing.

The program will provide pathways for registered nurses to expand their theoretical nursing knowledge and acquire advanced practice skills, with the goals of increasing access to care for the public in Alabama and the nation and increasing the availability of doctorally prepared nurses equipped to educate current and future students of nursing in colleges/schools of nursing. Important to note is a recommendation from a report prepared by RAND Health on the DNP. In the report, Auerbach et al. (2014) recommended that AACN should "continue with ongoing efforts to assist schools in overcoming challenges to offering the BSN to DNP"

It is the intent of Jacksonville State University, College of Nursing to develop a Family Nurse Practitioner (FNP) and an Adult-Gerontology Acute Care Nurse Practitioner curriculum (AGACNP) to meet these needs and respond to requests from our community of interest. The Family Nurse Practitioner (FNP) curriculum prepares advanced practice nurses who provide care for individuals and families of all ages in community clinics, healthcare provider offices, public health agencies, rural health clinics, and other outpatient settings. The Adult-Gerontology Acute Care Nurse Practitioner curriculum prepares nurses for advanced practice through a course of study focused on delivery of quality care to hospitalized adult patients and families faced with complex or chronic diseases/disorders. They treat and manage the plan of care for patients from admission through discharge. The AG ACNP may also oversee the transition of care from the acute care setting to a care setting within the community or home. The DNP aspect of the degree focuses on additional advanced practice opportunities in the FNP pathway or the AGACNP

pathway of expertise plus emphasis on leadership in health care, health policy, technology, and informatics in nursing to ensure best practices.

JSU asserts that in the nursing discipline, the major concern should be availability of programs to produce qualified Nurse Practitioners with the doctoral level of preparation to meet healthcare needs around the nation. The BSN-DNP program curriculum will be a substantial addition to the graduate nursing programs offered and made available to qualified students at JSU, and ultimately will provide increased numbers of Nurse Practitioners with the doctoral level of education in this area of northeast Alabama. A post-master's MSN-DNP pathway will also facilitate degree advancement for nurses and nurse practitioners currently educated at the master's level. JSU, as a regional state university, and its graduates contribute substantially to the quality outcomes of care delivered in the state and region. JSU states that it is committed to nursing education and excellence in preparing graduates to provide best practices in healthcare for Alabamians and the nation.

Projected Job Openings

	Year	Year 2	Year 3	Year 4	Year 5	Total
Local	25	25	25	25	25	125
State	90	90	90	90	90	450
SREB	2,082	2,082	2,082	2,082	2,082	10,410
Nation	5,850	5,850	5,850	5,850	5,850	29,250

According to Auerbach and colleagues at the RAND Corporation (2014), "The future workforce is projected to grow to 244,000 in 2025, an increase of 94% from 128,000 in 2008. If NPs are defined more restrictively as those who self identify their position title as "NP," supply is projected to grow from 86,000 to 198,000 (130%) over this period".

JSU relates that It is important to consider that published data varies significantly according to source as well as specific key terms, therefore contributing to some discrepancy in available data. This is especially true in terms of local data. There is no definitive source for local career projections based on reliable data other than job search engines and word of mouth. In addition, job openings and projections are not well-defined specifically to those with a DNP degree. Further complicating an accurate search for advanced practice nurses with the DNP degree is the fact that DNPs may function in a variety of capacities including, but not limited to, traditional nurse practitioner roles, nurse administration, academia, etc.

JSU states that confounding a local search, many job search engines do not further delineate those positions requiring a DNP degree. A search on www.indeed.com resulted in 268 hits when utilizing the key word "Nurse Practitioner"; however, once drilling down further, only 2 hits resulted when utilizing a more advanced search of "Nurse Practitioner-DNP"; therefore, making it difficult to determine the reliability of the data obtained. This discrepancy can also be attributed to the fact that although there exists a national push for NPs to be educated at the DNP level, this is still not the accepted entry level requirement for the NP from a hiring perspective at this time.

In addition, various online job searches were conducted utilizing job search a variety of engines. Results were evaluated for applicability and specificity to the DNP degree. Job projections based on actual data available from the Alabama Department of Labor and Projections Central: State Occupational Projections were considered a more credible and reliable method of projected job growth versus a for-profit job search engine that may or may not specifically define the NP with a DNP degree.

Student Demand: A survey of current and former JSU students was conducted. 1,058 students and alumni were surveyed in May 2015. With a 32.6 percent response rate, 307 respondents stated they had plans to pursue graduate education in Alabama. Of those 307, 73 expressed specific interest in a BSN to DNP program. In addition, 317 respondents stated they would choose to attend JSU, if a DNP were offered.

In more detail, of those respondents, 73 (22 percent) indicated preference for a BSN-DNP program, 85 (25 percent) preference for a Family Nurse Practitioner program, 19 (6 percent) preference for an Adult/Geriatric Acute Care Nurse Practitioner program, 13 (4 percent) preference for an Adult/Geriatric Primary Care Nursing Practitioner Program, and 102 (31 percent) were undecided as to a specific specialty.

Of the 345 respondents, an overwhelming majority of 317 (92 percent) stated they would choose JSU if any of the programs above were offered at the College of Nursing. Reasons respondents gave for choosing JSU included Reputation of the Program (163; 51 percent); Cost of Program (89; 28 percent); Student-Centered Learning Environment (95; 30 percent); Location (81; 26 percent); and Small Class Size (59; 19 percent). The remaining respondents chose "Other" and reported various reasons including "Flexibility", "Convenience", "Location, Location, and Location!"

Narrative feedback at the end of the survey indicated an overwhelming positive result from respondents in interest and desire to attend JSU for a DNP program that would be offered closer to home and from a College of Nursing they are familiar with and trust.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 2

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 2

Additional Faculty employed to teach in the first five years:

Primary Faculty:

Full-time: 4

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

JSU also provided a further detailed staffing plan. JSU expects that two doctorally prepared nurse practitioner faculty will be hired soon after program approval to assist in development of the courses. Each faculty will be credentialed in the program pathway to which they are assigned (e.g., family nurse practitioner, adult gerontological acute care nurse practitioner). Additional faculty needed will be hired at staggered intervals as the program comes to fruition. Doctorally prepared faculty are available and already on staff to assist with development of some of the core courses and post-Master's DNP Program, thus decreasing the need for additional faculty. JSU officials state that Clinical and practice specific courses must be taught by appropriately degreed and credentialed faculty and those will be hired accordingly. JSU stated that they will provide annual reports to ACHE which will include number of faculty hired as development progresses. It is not anticipated that additional staff will be needed at this time; however, the need will continue to be evaluated based on student enrollment and program needs. The proposers state that the university administration is supportive of hiring the necessary faculty to meet program needs and accreditation requirements.

Support Staff: No additional support staff will be needed.

Fellowships and Assistantships: One assistantship will be offered each year.

Equipment: No special equipment will be needed specifically for this program.

Facilities: No new facilities will be needed specifically for this program.

Library: The WLN Collection Assessment Services guidelines, which are used by many academic libraries throughout the country, recommend a collection level of 4 (Research and Comprehensive Level) in order to support a doctorate degree adequately. JSU notes that maintaining the Nursing collection at a research intensive level will require sustained acquisitions and funding as long as the program is in existence.

Using the WLN standards, the Nursing Collection is currently rated an overall 3cP, Advanced Study or Instructional Support Level, predominately English. Database and journal holdings and supplemental holdings in Nursing, Health, and other related disciplines will need to be sustained as well to support the DNP program.

The Library provides access to Full Text Finder, an electronic resource access and management service. With Full Text Finder, patrons can determine if the Library provides access to a specific journal. The Library provides access to the following subscribed databases, accessible through the website: CINAHL Plus Full Text; Cochrane Library; MEDLINE (PubMed); ProQuest Nursing and Allied Health Source; Joanna Briggs Institute Evidence-Based Practice Database Ovid Nursing Full Text Plus; Gale Nursing Resource Center; Academic Search Premier Biological Sciences; and Elsevier ScienceDirect.

Periodical resources provide adequate coverage for current programs as well as the proposed Doctor of Nursing Practice program. Also, possible upgrades to resources to provide access to more full-text journals and further enhance online periodical access are CINAHL Complete, MEDLINE with Full Text, Clinical Scholars Review: The Journal of Doctoral Nursing Practice, These additions would help to support all of JSU's Nursing and Health programs.

Program Budget: A total of \$1,970,775 in estimated new funds will be required to support the proposed program over the first five years. A total of \$2,104,383 will be available through tuition as well as internal reallocations and extramural funding.

Attachment 3

BSN-DNP Adult-Gerontological Acute Care Nurse Practitioner Curriculum

Jacksonville State University College of Nursing
 BSN-DNP Adult-Gerontological Acute Care Nurse Practitioner Curriculum

Fall Year 1	Cr	Spring Year 1	Cr	Summer Year 1	Cr
NU512 Physio-pathological Basis of Advanced Nursing	3	NU578 Pharmacology for Advanced Practice Nurses	3	NU508 Advanced Nursing Assessment	3
NU607 Scientific Underpinnings of Advanced Nursing Practice	3	NU608 Evidence-Based Practice and Quality Improvement in Health Care	3	NU618 Organizational and Systems Leadership for APN	3
Credits	6		6		6
Fall Year 2 Students must attend clinical orientation this term in order to begin special courses.		Spring Year 2		Summer Year 2	
AHN568 Adv. Adult-Geron Acute Nursing NP I	3	AHN572 Adv. Adult-Geron Acute Nursing NP II	3	AHN574 Adv. Adult-Geron Acute Nursing NP III	3
AHN569 Adv. Adult-Geron Acute NP Practicum I (60 Clinical Hours)	1	AHN 573 Adv. Adult-Geron Acute NP Practicum II (180 Clinical Hours)	3	AHN575 Adv. Adult-Geron Acute NP Practicum III (180 Clinical Hours)	3
AHN571 Health Promotion/Disease Prevention & Issues for Adult-Geron Acute Nursing NP	2			AHN604 Adult-Geron Acute Nursing NP Project Planning & Development	3
NU610 Health Care Policy & Finance	3				
Credits	9		6		9
Fall Year 3		Spring Year 3		Summer Year 3	
AHN576 Adv. Adult-Geron Acute NP Practicum IV (180 Clinical Hours)	3	NU611 Translating Evidence into Practice Systems	3	NU615 Quality Improvement of Outcomes Assessment	3
AHN577 Adv. Adult-Geron Acute Nursing NP IV	3	NU612 Clinical Prevention & Populations Health	3	NU616 Data Management and Decision Making in Complex Health Care Systems	3
AHN617 Adult-Geron Acute NP Residency I (180 Specialty Clinical Hours)	3	AHN618 Adult-Geron Acute NP Residency II (180 Specialty Clinical Hours)	3	AHN619 Adult-Geron Acute NP Residency III (180 Specialty Clinical Hours)	3
*Students will receive their MSN, and continue to next two semesters to earn DNP.					
Credits	9		9		9
		Total Credits = 69			

BSN-DNP Family Nurse Practitioner Curriculum

Jacksonville State University College of Nursing
 BSN-DNP Family Nurse Practitioner Curriculum

Fall Year 1	Cr	Spring Year 1	Cr	Summer Year 1	Cr
NU512 Physio-pathological Basis of Advanced Nursing	3	NU578 Pharmacology for Advanced Practice Nurses	3	NU508 Advanced Nursing Assessment	3
NU608 Evidence-Based Practice and Quality Improvement in Health Care	3	NU607 Scientific Underpinnings of Advanced Nursing Practice	3	NU610 Health Care Policy & Finance	3
Credits	6		6		6
Fall Year 2 Students must attend clinical orientation this term in order to begin special courses.		Spring Year 2		Summer Year 2	
FHN568 Adv. Family NP I	3	FHN572 Adv. Family NP II	3	FHN574 Adv. Family NP III	3
FHN569 Adv. Family NP Practicum I (60 Clinical Hours)	1	FHN 573 Adv. Family NP Practicum II (180 Clinical Hours)	3	FHN575 Adv. Family NP Practicum III (180 Clinical Hours)	3
FHN571 Health Promotion/Disease Prevention & Issues for FNP	2	NU618 Organizational & Systems Leadership for APN	3	FHN680 Family NP Project Planning & Development	3
Credits	9		9		9
Fall Year 3		Spring Year 3		Summer Year 3	
FHN576 Adv. Family NP Practicum IV (180 Clinical Hours)	3	NU611 Translating Evidence into Practice Systems	3	NU615 Quality Improvement of Outcomes Assessment	3
FHN577 Adv. Family NP IV	3	NU612 Clinical Prevention & Populations Health	3	NU616 Data Management and Decision Making in Complex Health Care Systems	3
FHN681 Family NP Residency I (180 Specialty Clinical Hours)	3	FHN682 Family NP Residency II (180 Specialty Clinical Hours)	3	FHN683 Family NP Residency III (180 Specialty Clinical Hours)	3
*Students will receive their MSN, and continue to next two semesters to earn DNP.					
Credits	9		9		9
		Total Credits = 69			

Post-Master's DNP Pathway

Jacksonville State University College of Nursing
 Doctor of Nursing Practice Curriculum
 Post-Master's DNP Pathway

Fall Year 1	Cr	Spring Year 1	Cr	Summer Year 1	Cr
NU608 Evidence-Based Practice and Quality Improvement in Health Care	3	NU604 DNP Project Planning & Development	3	NU610 Health Care Policy & Finance	3
NU607 Scientific Underpinnings of Advanced Nursing Practice	3	NU612 Clinical Prevention & Populations Health	3	NU618 Organizational and Systems Leadership for APN	3
Credits	6		6		6
Fall Year 2		Spring Year 2		Summer Year 2	
XX617 DNP Clinical Residency I (180 Specialty Clinical Hours)	3	XX618 DNP Clinical Residency II (180 Specialty Clinical Hours)	3	XX619 DNP Residency III (180 Specialty Clinical Hours)	3
NU611 Translating Evidence into Practice Systems	3	NU615 Quality Improvement of Outcomes Assessment	3	NU616 Data Management and Decision Making in Complex Health Care Systems	3
Credits	6		6		6
		Total Credits = 36			

Attachment 4

Letter from Morehouse School of Medicine The Satcher Health Leadership Institute Interim
Director Kisha Holden and Founding Director David Satcher to JSU Dean of the College of Nursing
Christie Shelton



February 16, 2016

Christie Shelton, PhD, RN, CNE, NEA-BC
Dean and Associate Professor
College of Nursing
Jacksonville State University
700 Pelham Road North
Jacksonville, AL 36265

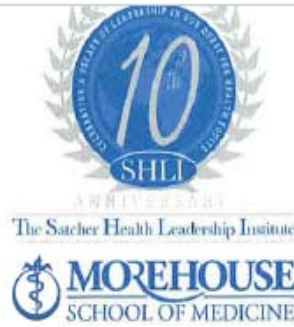
Dear Dr. Shelton:

On behalf of the Satcher Health Leadership Institute (SHLI), we are delighted to provide this letter in support of the Jacksonville State University (JSU) College of Nursing.

SHLI was established in 2006 by David Satcher, MD, PhD—Anniston native, physician, researcher, thought leader, and pioneer in public health. Our vision is to be a leading transformative force for global health equity. Our mission is to develop a diverse group of exceptional health leaders, advance and support comprehensive health system strategies, and actively promote policies and practices that will reduce and ultimately eliminate disparities in health. In congruence with our mission, we applaud your efforts towards developing future health leaders.

SHLI strongly supports the proposal submitted to the Alabama Commission on Higher Education by Jacksonville State University (JSU) for a BSN-DNP program. The focus on educating and preparing Family Nurse Practitioners and Adult-Gero Acute Care Nurse Practitioners is one that is much needed in the area surrounding your institution. As you know, SHLI is very interested in collaborating with leaders in the Calhoun County area to focus on improving health in West Anniston, specifically, and the surrounding areas. As students are progressing through this program and graduating from the program, we believe opportunities abound for them to work closely with the community, providing high quality healthcare.

In our communications with healthcare leaders in this area, we have been informed that the primary issue related to equitable healthcare is access to care. This information was discussed



-continued-

by Mr. Joe Weaver, Chief Operating Officer of Northeast Alabama Regional Medical Center. Utilizing nurses and nurse practitioners to their fullest capacity will help alleviate this problem.

It is also evident that this program at JSU would be the first and only program of its kind at an institution in a more rural setting in the northern half of the state. Similar programs within the northern half of the state are located in Birmingham and Huntsville. Providing a program in a more rural setting provides opportunities for students to better understand the challenges associated with rural health, develop projects to address disparities identified, and understand the significance of working in such areas in terms of improving health outcomes.

Research shows that mid-level providers such as NPs/DNPs provide high quality healthcare in community settings. JSU's proposed program will have a significant effect on the health of the community. We are very pleased to enthusiastically support this program and are excited about the collaborative efforts that are possible between JSU and SHLI

We are confident that with the support of the BSN-DNP program, JSU will make great strides towards the improvement of the lives of individuals in the West Anniston area. The Satcher Health Leadership Institute enthusiastically endorses this application and wishes you much success with this endeavor. Please contact us at kholden@msm.edu if we can be of further assistance.

Sincerely,

Kisha B. Holden, PhD, MSCR
Interim Director
Satcher Health Leadership Institute
Associate Professor,
Dept. of Psychiatry & Behavioral Sciences;
Dept. of Community Health & Preventive
Medicine

David Satcher, MD, PhD
Founding Director & Senior Advisor
Satcher Health Leadership Institute
Professor,
Dept. of Psychiatry & Behavioral Sciences;
Dept. of Community Health & Preventive
Medicine and Family Medicine

Attachment 5
Letter from Gadsden State Community College President Martha Lavender to JSU Dean of the
College of Nursing Christie Shelton



GADSDEN STATE COMMUNITY COLLEGE
P.O. Box 227 · Gadsden, Alabama 35902-0227
www.gadsdenstate.edu

February 15, 2016

Christie Shelton, PhD, RN, CNE, NEA-BC
Dean and Associate Professor
College of Nursing
Jacksonville State University
700 Pelham Road North
Jacksonville, AL 36265

Dear Dr. Shelton:

The dynamic landscape in healthcare coupled with a projected shortfall in physicians requires that we produce a larger number of primary care providers to meet the growing demand for consistent health services. Advanced practice registered nurses (APRNs) are ideally positioned to fill the gap in our current cadre of providers in Alabama and across the nation. To that end, I am writing to support your application for a Doctor of Nursing Practice (DNP) program. While many existing programs have focused on a post-graduate program leading to the DNP, you are proposing a program designed to create a direct pathway for baccalaureate nursing graduates that leads to the doctoral degree. This is an efficient approach shortening the students' time in pursuing the terminal program and lessening the economic burden of graduate education. Furthermore, I do support your decision to design a pathway to meet the needs of master's prepared graduates who desire to pursue the DNP.

The JSU degree options – the *Acute Care Adult/Gerontology Nurse Practitioner* and the *Family Nurse Practitioner (FNP)* – are the most popular among students and have the highest demand in the job market. By selecting these majors, JSU will directly address the growing shortages of primary care providers by increasing the number of FNPs available in the state. Likewise, your FNP graduates will enjoy excellent employment opportunities.

Due to the acuity and complexity of inpatient treatment in hospitals across the state, the Acute Care Adult / Gerontology Nurse Practitioner will meet a need for 24/7 coverage in intensive care units and ensure viability of hospitalist services. Due to the current focus on clinical outcomes by third party and government payers, it is essential that hospital employ highly qualified, well-educated APRNs that are prepared to address multi-system disease, polypharmacy, and delivery of skilled technical procedures.

JSU has provided seamless academic progression for the associate degree registered nurse graduates of Gadsden State Community College (GSCC) for years. In fact, many of our graduates prefer to attend JSU due to its geographic proximity, reputation of the nursing program, and quality of the nursing faculty. We encourage our students to pursue additional

Martha G. Lavender, President, PhD, RN, FAAN Phone 256.549.8221 mlavender@gadsdenstate.edu

DNP
Page 2

education for career mobility and job earning potential. The introduction of the DNP program will provide even more opportunities for our graduates who desire advanced education.

I am encouraged by the positive findings in your needs assessment as well. You have clearly demonstrated interest and demand. While online education is the norm in most DNP programs, geographic accessibility is a tremendous asset to students who live in northeast Alabama. Program quality and cost will be other major factors that will enhance recruitment of students to the JSU program.

A significant benefit of this program is the potential to increase the pool of qualified nurse educators to sustain our associate and practical nursing programs at GSCC. We look forward to collaborating with this program as well as other innovative solutions to meet healthcare and nursing needs in our region and across the state.

Sincerely,



Martha G. Lavender, PhD, RN, FAAN
President

Attachment 6
Letter from Regional Medical Center Vice President and Chief Operating Officer Joseph Weaver
to JSU Dean of the College of Nursing Christie Shelton

400 East Tenth Street, Post Office Box 2208
Anniston, Alabama 36202
256.235.5121
www.rmccares.org



February 15, 2016

Christie Shelton, PhD, RN, CNE, NEA-BC
Dean and Associate Professor
College of Nursing
Jacksonville State University
700 Pelham Road North
Jacksonville, AL 36265

Dear Dr. Shelton:

I am writing to express support for Jacksonville State University's (JSU) proposed Doctor of Nursing Practice (DNP) program. The program that you propose to establish will greatly assist our network of hospitals and clinics as we seek to place nurse practitioners both in the hospital setting as well as in outlying communities to further our mission of making quality healthcare accessible to everyone in our five-county service area. As delivery models change, we would like to be in a position to adapt to those methods that best serve the community from both a quality and cost standpoint. It is our belief that the program that you are proposing would greatly assist us in meeting those needs.

I speak on behalf of our entire network in expressing our excitement at the prospect of having this program in place at JSU. It not only further solidifies the outstanding relationships between your School of Nursing and our hospital system, but also fills a community need that, without your assistance, will be very difficult to accomplish.

Thank you for your efforts to establish the DNP program at JSU. Your success is our success, and we wholeheartedly support this endeavor.

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph Weaver", written in a cursive style.

Joseph Weaver
VP/COO-Northeast Alabama Regional Medical Center System
CEO-Regional Medical Center Jacksonville

JW/merc

Attachment 7

Letter from Stringfellow Memorial Hospital, Chief Executive Officer Jay Hinesley and Chief Nursing Officer Martha Seahorn to JSU Dean of the College of Nursing Christie Shelton



Stringfellow Memorial Hospital

301 East 18th Street • P.O. Box 38 • Anniston, Alabama 36202 • (256) 235-8900 • Fax (256) 235-8899

February 15, 2016

Christie Shelton, PhD, RN, CNE, NEA-BC
Dean and Associate Professor
College of Nursing
Jacksonville State University
700 Pelham Road North
Jacksonville, AL 36265

Dear Dr. Shelton:

We are honored to offer our support to the JSU College of Nursing's pursuit of adding the BSN-DNP programs for NP: the Family Nurse Practitioner and the Adult-Gero Acute Care Nurse Practitioner.

Our communities will greatly benefit from having a Doctoral Nursing degree program within our service area. Today we face many challenges providing care and believe that the addition of a nurse practitioner degree program at JSU will greatly assist our local communities and our region. With a growing aging population, coupled with economic and transportation challenges, this program will provide needed advanced practice nurses to assist in addressing health disparities and improving access to care.

Students have clearly demonstrated interest and the desire to pursue an advanced practice degree as evidenced by the recent survey conducted by JSU indicating >90% of respondents would select a doctoral program at JSU. Our current RN workforce consistently selects JSU as their university of choice to pursue their BSN and MSN degrees. Having the ability to pursue an advanced degree locally not only benefits the student, it benefits every aspect of the healthcare spectrum.

Please let us know how we may support you and the College of Nursing faculty as you prepare and move through the doctoral application process.

Respectfully,

Jay Hinesley, CEO

Martha Seahorn, CNO

DECISION ITEM B-6: University of Alabama at Birmingham, Master of Social Work in Clinical/Medical Social Work (CIP Code 51.1503)

EXECUTIVE SUMMARY

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

Program Objective: The mission of the Clinical/Medical MSW program is to educate students for careers in specialized, competent, and evidence-informed practice that responds to the complex needs of people and community in the face of an increasingly interconnected world. The program will prepare graduates to become leaders who advance social justice and promote human rights for diverse, underserved, and vulnerable populations.

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

Mode of Delivery: In the long term, the proposers state that it is the intention of this program to offer a flexible curriculum, with required courses being offered both on-line and in person, similar to UAB's current BSW program.

Similar Programs: There are no other Clinical/Medical Master's of Social Work (CIP code 51.1503) programs in Alabama or across the SREB. The proposed specialized MSW program is unique to the state in that it is a Masters in Clinical/Medical Social Work (CIP code 51.1503), in contrast to the more generic Master's degree (CIP code 44.0701) offered by three other state institutions.

UAB states that the difference between a generalist approach and the specific one proposed herein is reflected in the use of two different CIP codes. The clinical/medical CIP code for the proposed MSW is for preparing individuals for the specialized professional practice of social work, in collaboration with other health care professionals, in hospitals, and in other health care facilities and organizations. This sharply contrasts with the more generic Social Work CIP code for all the other MSW programs, which prepares individuals for the professional practice of social welfare administration and counseling, and that focus on the study of organized means of providing basic support services for vulnerable individuals and groups.

Collaboration: The proposed MSW program anticipates collaboration with other MSW programs across the state.

Resources: The proposal projected that a total of \$1,947,000 in estimated new funds will be required to support the proposed program. A projected total of \$7,193,000 in new funds will be available from tuition.

Public Review: The program was posted on the Commission website from March 28 until April 18 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. There are no other Clinical/Medical Master's of Social Work (CIP code 51.1503) programs in Alabama.
2. The proposed program is highly consistent and connected with the University's mission.
3. The institution provides substantive data supporting a strong employment outlook.
4. Convincing opportunities for collaboration appear evident and engaged by the UAB officials.

DECISION ITEM B-6: University of Alabama at Birmingham, Master of Social Work in Clinical/Medical Social Work (CIP Code 51.1503)

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

Staff Recommendation: That the Commission approve the proposed Master of Social Work in Clinical/Medical Social Work.

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

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by June 10, 2018, 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 2017-18, will be at least 80 based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 59, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in continuing in related graduate work.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama in Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2022.

- 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 Alabama at Birmingham program proposal, received February 5, 2016. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	The University of Alabama at Birmingham
PROGRAM	Master of Social Work in Clinical/Medical Social Work (CIP Code 51.1503)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$100,000	\$300,000	\$400,000	\$400,000	\$400,000	\$1,600,000
LIBRARY	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
FACILITIES	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
EQUIPMENT	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
STAFF	\$0	\$68,000	\$68,000	\$68,000	\$68,000	\$272,000
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$115,000	\$383,000	\$483,000	\$483,000	\$483,000	\$1,947,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$298,000	\$895,000	\$1,500,000	\$2,100,000	\$2,400,000	\$7,193,000
TOTAL	\$298,000	\$895,000	\$1,500,000	\$2,100,000	\$2,400,000	\$7,193,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	25	75	125	187	212	125
NEW ENROLLMENT HEADCOUNT	25	50	75	125	125	80
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	20	44	70	100	59

Attachment 2

Summary of Background Information

Master of Social Work in Clinical/Medical Social Work
University of Alabama at Birmingham

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

Description and Objectives: The proposed program objectives are:

- To prepare students for specialized health and behavioral health social work practice in public and community settings;
- To equip students with skills, knowledge, and values to lead efforts to eliminate health and economic disparities in an increasingly interconnected world; and
- To promote the use of evidence in informing and evaluating social work practice.

The mission statement and program objectives of the proposed clinical master's degree are developed to be responsive to the format of the Council on Social Work Education (CSWE), the accrediting body for the Social Work profession.

Student outcomes include:

- Demonstrate ethical and professional behavior;
- Engage diversity and difference in practice;
- Advance human rights, and social, economic and environmental justice;
- Engage in practice-informed research and research-informed practice;
- Engage in policy practice;
- Engage with individuals, families, groups, organizations and communities;
- Assess with individuals, families, groups, organizations and communities;
- Intervene with individuals, families, groups, organizations and communities;
- Evaluate practice with individuals, families, groups, organizations and communities.

Assessment: The assessment procedures are based on both achievement of UAB objectives and requirements of the CSWE accreditation. As part of the accreditation process, students are expected to achieve nine competencies identified by CSWE as requirements for CSWE accreditation.

Competencies for the proposed Clinical/Medical MSW will be assessed three ways:

Benchmarks of practice competencies. A primary method for assessment for UAB's accreditation is achievement of benchmarks. Competencies are linked to specific classes, which are in turn linked to specific course material and assignments. Generally, CSWE sets a 70 percent achievement of individual benchmarks as a standard. At the BSW level, achievement of benchmarks for that program in UAB's current accreditation process ranged between 90-100 percent in 2014. This is the aspiration of the UAB program -- to meet these marks yearly. Achievement of benchmarks will be measured as part of a required exit interview.

Pre-post measurement of practice competencies. As part of the sequencing of courses, students will have an initial assessment of practice competencies at the completion of their first practicum course (for students taking two years) and prior to the beginning of the second for advanced standing students. This process will allow UAB to assess competencies gained as part of the MSW educational process and will allow improvement of UAB's educational process.

Portfolios. In preparation for the MSW (and as part of the BSW assessment process), the Department of Social Work purchased TaskStream software. One of the functions of this product is the creation of student portfolios containing examples of student work. Access to

these portfolios will provide data that can be used to assess skills learned in particular areas. For example, UAB's upper level and elective classes will include training in specific evidence based practices. Many of these practices include certificates of completion of training. Completion of advanced clinical training is an example of outcomes of the proposed program that are unique to the MSW curriculum.

In addition to facilitating assessment of student competencies, TaskStream allows UAB to continue to follow UAB graduates and monitor professional employment in clinical/medical settings jobs requiring MSWs or advanced degrees and time to employment, completion of other advanced degrees, and attaining advanced clinical credentials.

Administration: The program will be administered by the College of Arts and Sciences, Dean, Dr. Robert Palazzo; and Department Chairperson, Social Work, Dr. David Pollio.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). A total of three (3) votes were received. All three of the respondents voted for an overall recommendation to approve the proposed program.

Accreditation: The Council on Social Work Education is the accrediting entity for the proposed program. Programs identifying as being part of the Social Work profession are required to meet educational standards, provide specific content, and teach specific competencies. The BSW program at UAB has been accredited by this body since 1976. UAB will be seeking preliminary accreditation to coincide with the start date of the program, with full accreditation to be reached in three years (per accreditation procedures).

Curriculum: The master's degree curriculum is being proposed as a 61-credit-hour degree.

Program Completion Requirements:

Credit hours required in major courses:	55
Credit hours required support courses:	0
Credit hours in required or free electives:	6
Credit hours for Thesis:	N/A
Total Credit hours:	61

Collaboration: The proposed MSW program anticipates collaboration with other MSW programs across the state. As part of the preparation for the current proposal, the Director of Field for UAB has reached out to both UA and Samford to assure coordination of available field sites. It is expected that effective collaborations can be created, as there exists an extensive successful collaborative network at the BSW level around the Title IV-E programs (national child welfare training) that meets multiple times yearly and sponsors a yearly conference.

Distance Education: In the long term, it is the intention of this program to offer a flexible curriculum, with required courses being offered both on-line and in person, similar to UAB's current BSW program.

Initially courses will be taught in traditional classroom settings. Once the incoming class is greater than 50, UAB will offer one section on-line and one traditional. By the fourth year, UAB anticipates an option in which students can complete their courses (other than Field Education) entirely on-line. Long distance students completing the Field Education requirement will be handled similarly to other, on-line programs. Arrangements will be made with potential field sites, and field visits will take place via Skype.

Admissions: All applicants must meet admissions requirements established by the UAB Graduate School; including completion of a Bachelor's degree (or higher), and minimum GPA of 3.0 (on a 4 point scale) in junior and senior level course work. An admissions packet will consist of academic transcripts with GPAs; two recommendations, including one academic and one professional; and a writing sample answering specific questions around professionalism, ethics, diversity, and social justice. International students will be required to submit scores from the Test of English as a Foreign Language

(TOEFL). Applications will be read by members of the MSW Coordinating Committee, which will include the MSW program director, two faculty and an outside member. Students will be admitted in cohorts each fall.

Students who hold a bachelor of Social Work degree from a BSW program accredited by the Council on Social Work Education (CSWE) may be admitted to the MSW program with advanced-standing status. The 48 hours of required coursework are completed in one spring or summer semester, followed by one full academic year. Advanced-standing students complete two field experiences related to their area of concentration.

Need: In terms of the specific focus for the proposed MSW, for the fields of health and behavioral health, the Substance Abuse and Mental Health Services Administration (SAMHSA) estimates that professional Social Workers comprise the largest single group of mental health/health providers (with more than 350,000 individuals nationally), more than psychiatrists, psychologists, and psychiatric nurses combined.

A study conducted by the National Association of Social Workers (NASW) finds that nationally, approximately half of all Social Work positions are employed in mental health (37 percent) or health settings (13 percent). This report concludes that one of the key challenges for the field of Social Work is to recruit and train master's level practitioners in order to meet both current need and an anticipated growth rate in new positions of approximately 25 percent in the next decade. Two subsequent reports on workforce by NASW focused on needs in the specific areas of health and behavior health both reach identical recommendations regarding the importance of recruiting and training a workforce in the specialties of the proposed program. Additionally, continued implementation of the Affordable Healthcare Act suggests a sharp increase in the number of positions in health social work.

National, state and local workforce data support the need for a clinical/medical MSW program focusing specifically on health and behavioral health. Nationally, 381,310 Social Workers are employed in mental health, addiction and health positions that generally require master's level training (including individuals identified as Substance Abuse Counselors, Marital and Family Therapists, Mental Health Counselors, and Health Social Workers) comprising over 60 percent of the total Social Workers in the public workforce. For the State of Alabama (drawn from the same data source), health and behavioral health constitutes 47 percent of public social work positions, and these two specializations, along with child welfare, are the three most frequent graduate Social Work employment options. The number of master's level public health and mental health positions for the State of Alabama in 2014 is 5,630. This breakdown of workforce positions is similar for the Birmingham area as well, with over 1,100 public positions specifically identified as health, mental health or behavioral health.

Given national estimates that approximately 12 percent of the social work workforce turns over every two years coupled with the national growth of the field, it can be anticipated that at the national level, there is a capacity of employing 22,878 clinical/medical social workers yearly in public settings. At the state level, there is capacity to employ 615 of these types of social workers yearly. Birmingham alone has the capacity to employ a graduating class of 100 graduate level Social Workers within the medical/clinical focus of the MSW, and twice as many employed in generalist graduate positions.

The workforce estimates provided above clearly demonstrate the ability to support a clinical/medical social work program of the projected size proposed here. It also suggests that there is ample room for growth at the general MSW level. Further, the estimate is relatively conservative, as it does not include employment in private settings or at Veteran's Administration Centers, which employs 10,000 MSW level Social Workers nationally.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local*	100	100	112	112	126	550
State	615	615	738	738	885	3,591
SREB	8,107	8,107	9,079	9,079	10,168	44,450
Nation	22,878	22,878	27,453	27,453	32,944	133,606

Student Demand: UAB believes that the demand is amply demonstrated through two sources. First, a student petition presented to the administrators in Social Work and the College of Arts and Sciences included 87 signatures from current BSW students requesting an MSW program at UAB and indicating their interest in attending such program. UAB believes that the student-initiated petition represents an active and substantial interest.

More specifically, recent events have demonstrated a consistent desire for an MSW based at the University of Alabama at Birmingham among students and alumni. In 2011, BSW students developed a petition requesting development of an MSW program at UAB. Eighty-seven students signed the petition, indicating their interest in enrolling in such a program. Leaders in this effort met with administrators in the College of Arts and Sciences (the Dean, Chair of the Department of Sociology, Program Director of Social Work) to present this proposal. In 2012, the Department of Social Work embarked on a process to refine the current mission statement.

As part of this process, an on-line survey was conducted of alumni, faculty and students. In answer to a question asking respondents to identify the most important vision for the next five years, 20 percent of the more than 200 responses identified starting an MSW program. Similarly, in asking respondents to name three things that the Social Work Department should accomplish in the next five years, more than 35 percent identified the development of an MSW program. Given these indications of strong internal desire for an MSW, UAB officials believe that it can be inferred that, with an average of almost 200 majors in the BSW program, initially many of the student applicants can be recruited internally.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 8

Part-time: 0

Support Faculty—

Full-time: 1

Part-time: 1

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 4

Part-time: 4-5 adjuncts

Support Faculty—

Full-time: 1

Part-time: 0

Based on requirements for accreditation from CSWE, all faculty will minimally be required to have a graduate degree in the field of Social Work. This will consist of either a Master's of Social Work from a CSWE accredited institution or a doctorate in Social Work (preferably both). Faculty teaching practice courses will be required to have an MSW and at least two years practice experience.

The number of positions to be added are mandated by the accreditation standards of the Council on Social Work Education, which requires a total of six faculty be designated as MSW faculty. Two of the eight current faculty can be designated as MSW faculty (the remainder being required to meet workforce standards for the BSW program). Thus, one full-time faculty needs to be hired prior to the beginning of the MSW program, two the next year and one the following. Of the four positions, one will be the Director of Field for the MSW program, two will be full-time faculty and a fourth will be an Instructor, with roles both in field and teaching in foundation courses in the MSW curriculum.

Support Staff: The current BSW program has a full-time administrative assistant position, since the new program will approximately double the size of the department, a second administrative assistant is required to support the MSW program.

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

Equipment: No special equipment is required other than software and computers for staff.

Facilities: This proposed program will be taught online. Therefore, facilities will not be required. Four new faculty offices will be needed in the future.

Library: UAB officials indicate that while the library collections at UAB are currently uniquely situated to support a new Master of Clinical Social Work degree, thanks in part to the presence of the health sciences collections at UAB, further consistent funding for book, journal and/or database purchases will be needed to ensure the growth of the program. The recent acquisition of the Elsevier Science Direct Freedom Collection (an overall investment by the University of 1.5 million dollars over the next 5 years) helped UAB to acquire several journals needed to support research in the proposed program areas. Stabilized funding is needed to ensure that future needs of the proposed program are met.

The libraries provide access to well over 200 databases. The following databases most directly address the programs involved in the proposed Master of Clinical Social Work degree. They include:ABI/INFORM Complete, Academic Search Premier, Annual Reviews, Dissertation and Theses, Education Full Text, ERIC, Embase, Ethnic NewsWatch, Health and Psychosocial Instruments (HAPI), Lexis Nexis Academic (including Lexis Nexis Legal), Mental Measurements Yearbook, PsycArticles, Psychiatry Online, PsycINFO, PubMed, Science Direct, and Social Sciences Full Text, among others.

Program Budget: The proposal projected that a total of \$1,947,000 in estimated new funds will be required to support the proposed program. A projected total of \$7,193,000 will be available from tuition.

Attachment 3

The University of Alabama at Birmingham

Master of Social Work in Clinical/Medical Social Work
 Typical Curriculum by Semester

Semester One (Foundation/Generalist practice)		Credit Hours
SW 510 Social Work Practice (individuals, groups & organizations)		3
SW 520 Social Work Policy		3
SW 530 Research I		3
SW 590 Field Practicum (3 hours) and Seminar I (1 hour)		4
Total		13
Semester Two (Concentration/Specialized)		
SW 610 Diagnosis and Assessment for Health and Behavioral Health		3
SW 640 Human Behavior in the Social Environment for Health and Behavioral Health		3
SW 630 Research with Health and Behavioral Health Populations		3
SW 690 Field Practicum (6 hours) and Seminar II (1 hour)		7
Total		16
Semester Three (Concentration/Specialized)		
SW 631 Research with Health and Behavioral Health Populations		3
SW 615 Evidence-informed Interventions in Health and Behavioral Health I (Individuals and Families)		3
Elective I		3
SW 691 Field Practicum (6 hours) and Seminar III (1 hour)		7
Total		16
Semester Four (Concentration/Specialized)		
SW 616 Evidence-informed Interventions in Health and Behavioral Health II (Groups, Organizations and Community)		3
SW 620 Policy Analysis and Advocacy Practice for Health and Behavioral Health		3
Elective II		3
SW 692 Field Practicum (6 hours) and Seminar IV (1 hour)		7
Total		16
TOTAL		61 hours

DECISION ITEM B-7: Athens State University, Master of Education in Career and Technical Education (CIP 13.1319)

EXECUTIVE SUMMARY

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

Program Objective: The purpose of a Master of Education in Career and Technical Education degree is to provide a distinctive program to address the emerging need for practitioners and occupational trainers with knowledge specifically in Career and Technical Education; especially as it relates to the latest educational teaching and occupational training practices.

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 individual Masters program(s) for staff review and Commission consideration. ACHE policy further specifies that an institution may seek staff and Commission approval and implement up to three individual master's proposals, before needing to seek a role change to the master's level. Currently, Athens State University has two approved master's programs, The Master of Science in Global Logistics and Supply Chain Management (CIP 52.0203), approved by the Commission on December 5, 2014 (Decision item D-1) and a Master of Arts in Religious Studies (CIP 38.0201), approved by the Commission on June 12, 2015 (Decision item A-3).

Mode of Delivery: Distance learning technology will be used to deliver instruction in the Career and Technical Education graduate program. The existing undergraduate Technical Education major is already offered online to meet the needs of students.

Similar Programs: Auburn University offers a Master of Education in Career-Technical Education at CIP Code 13.1319. Ten institutions in eight of the 16 SREB member states offer the Master of Education in Career Technology Education. The proposed M.Ed. in Career and Technical Education program is unique within Alabama, in the sense that it will be offered completely online, allowing enrollment without the need to relocate.

Collaboration: At this time no institution serving the North Alabama region offers similar programs. However, the University is open to future collaboration with institutions that would build on the strengths of Athens State University and the partner institution.

Resources: The proposal projected that a total of \$175,600 in new funds will be required to support the proposed program. A total of \$318,825 will be available through tuition.

Public Review: The program was posted on the Commission website from March 28 until April 18 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed M.Ed. in Career and Technical Education supports and builds upon Athens existing undergraduate B.S.Ed. in Technical Education which has been offered for over 20 years.
2. Alabama, employment of career technical teachers is projected to have an average 10-year growth rate of 7.3 percent.
3. Programs highly similar to the proposed educational study program are not currently available in North Alabama.
4. The proposed program will take advantage of existing resources, including staff, faculty and curricular resources.
5. The program is adaptable to the specific needs and career pursuits of the student.
6. The program includes a comprehensive portfolio to include artifacts and rationales addressing program and student learning outcomes.

DECISION ITEM B-7: Athens State University, Master of Education in Career and Technical Education (CIP 13.1319)

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 January 2017. Based on Commission policy, the proposed program must be implemented by June 10, 2018, 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 2017-18, will be at least 13, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (Four-year average) will be at least 5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Athens State University 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, 2022.

- Supporting Documentation:
1. New Academic Degree Program Proposal Summary, attached.
 2. Summary of Background Information, attached.
 3. Curriculum for Proposed Program, attached.
 4. Letter From Cullman Alabama Economic Development Agency Director Peggy Smith to ACHE Executive Director, Dr. Gregory Fitch, attached.
 5. Letter From Calhoun Community College President Dr. James Klauber to ACHE Executive Director, Dr. Gregory Fitch, attached.

6. Athens State University program proposal, submitted February 18, 2016; Available upon request.
7. "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 Education in Career and Technical Education (CIP 13.1319)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$27,000	\$32,400	\$32,400	\$32,400	\$32,400	\$156,600
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	\$2,000	\$3,000	\$4,000	\$5,000	\$5,000	\$19,000
TOTAL	\$29,000	\$35,400	\$36,400	\$37,400	\$37,400	\$175,600

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$40,950	\$52,650	\$58,500	\$73,125	\$93,600	\$318,825
TOTAL	\$40,950	\$52,650	\$58,500	\$73,125	\$93,600	\$318,825

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	15	17	22	26	18
NEW ENROLLMENT HEADCOUNT	8	10	12	15	18	13 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	2	5	6	8	5

Attachment 2

Summary of Background Information Master of Education in Career and Technical Education 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 purpose of a Master of Education in Career and Technical Education degree is to provide a distinctive program to address the emerging need for practitioners and occupational trainers with knowledge specifically in Career and Technical Education; especially as it relates to the latest educational teaching and occupational training practices.

The proposed Master of Education in Career and Technical Education will better prepare professionals who want to teach their occupational area to others. In today's world of rapid technological change and global competition, career and technical education has an increasingly important role in preparing people for rewarding careers in a dynamic, fluid environment. Business and industry are quickly moving toward knowledge-based production and service systems, requiring people who work within these systems to be able to integrate academic and technical knowledge.

The Master of Education degree in Career and Technical Education is designed to develop professional leadership skills and provide training for professionals in education and business including secondary, postsecondary, adult education, community college employees, corporate trainers and others in corporate educational positions. Additionally, this proposed program aims to provide students with knowledge, skills and abilities in order to understand the adult learner, teaching trends, current issues in the field, pedagogical and andragogical practices, as well as provide for a strong philosophical and historical perspective of career and technical education.

More specifically, graduates of this program will demonstrate the ability to:

- Demonstrate advanced knowledge of career and technical education philosophies, concepts, and methodologies using literature and personal experience.
- Conduct and communicate workplace research as it relates to and informs the field of career and technical education.
- Demonstrate advanced professional writing, communication and presentation skills.
- Understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- Plan, market, administer, and evaluate a wide range of training and educational programs.
- Design and implement training aids and curriculum using andragogy/pedagogy and methodology that meet the needs of diverse learners.
- Serve adult students, colleagues, industries, and communities as expert educators and trainers.
- Facilitate 21st Century learning through progressive instruction, various learning designs and strategies, assessment, and the growing use of technology.
- Develop technology based assignments that ensure real-world knowledge and immediate application on the job.

Assessment: The College of Education as an academic entity establishes performance indicators/outcomes for each of its programs as part of the institutional assessment process. The annual assessment activities for the Master's in Career and Technical Education degree program will focus on two types of program outcomes: (1) Student Learning, which reflects students' demonstrated success in achieving the knowledge, skills, and abilities (KSA) after completing a course or program; and (2) Program-Operational Outcomes, that reflect the effectiveness of the administrative function of the program as conducted by the Department Chair, College Dean, and the Provost/Vice President for Academic Affairs.

Learning outcomes for the program will be measured through both evidence-based and indirect methods. Appropriate assessment instruments will be developed to collect quantitative and qualitative data that measure the knowledge, skills, and abilities (KSA) mastered by students completing the curriculum of study. The assessment completed for each student during the program of study will be stored and managed using the LiveText electronic portfolio tool. Students will be assessed throughout program courses with the final culmination during the program completion semester.

Further, student knowledge and understanding of major concepts, procedures, and practices in the areas of core curricula and student-selected option area will be measured through several assessments, to include:

- A comprehensive exam administered upon completion of the program and;
- A comprehensive portfolio to include artifacts and rationales addressing program student learning outcomes.

In broader context, the assessment of learning outcomes in graduate programs is governed by the Institutional Assessment and Program Review Policy and is conducted following procedures and timeframes stipulated in the Athens State University Outcomes Assessment System. Athens states that evaluative process is systematic, integrated, and is an integral part of the ongoing institutional effectiveness model.

As with any other academic degree program in the institution, graduate program assessments focus on the formulation and measurement of student learning outcomes. However, additional outcomes associated with the overall performance of each program but not directly connected to learning, namely program operational outcomes, are also formulated and measured.

Responsibility for the formulation and evaluation of learning outcomes fall on the program's graduate faculty, in coordination with the Graduate Faculty Council, the Executive Assessment Committee, and the Provost/Vice President of Academic Affairs. The Office of Institutional Research and Assessment is responsible for the coordination of assessment activities and data analysis. Every graduate program must formulate and publish student learning outcomes, implement these outcomes in the faculty-developed Annual Assessment Plan (AAP) at the beginning of the academic year, and report results through the Annual Assessment Report (AAR). Action Plans must be submitted as needed based on assessment findings. The Office of the Provost, with input from the Graduate Faculty Council and recommendations from the Office of Institutional Research and Assessment may specify other requirements to support useful assessment and meet accreditation standards.

Annual assessment findings are shared with the program's graduate faculty and College Deans, who will be responsible for reporting to the Provost. Annually, the Provost reviews and shares the status of assessment with the President and other senior-level constituencies. Athens State University has an integrated ongoing outcomes assessment process to evaluate all academic programs.

Administration: The program will be administered by the College of Education, Dean: Dr. Patricia Sims; Department: Professional Studies in Education, Chairperson: Dr. Wendy Cowan. The Institutional contact person is Dr. Ronald Ingle, 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 five (5) institutions that voted, the

ACGD overall recommendation vote was three (3) to approve, one (1) to disapprove, and one (1) abstention. The one disapproval vote mentioned not being convinced regarding Athens core faculty and program resources to support an additional expansion of graduate education programs. The three votes to approve provided no additional comments. Athens did respond to the peer review feedback further enumerating and describing program primary and other faculty.

Accreditation: No specialized accreditations will be pursued initially for the M.Ed. in Career and Technical Education program. Athens State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Additionally, the College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is approved by the Alabama State Department of Education for the training of elementary, secondary, and postsecondary school teachers.

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

Credit hours required in major courses ___15___
Credit hours required in minor ___N/A___
Credit hours in institutional general education or core curriculum ___N/A___
Credit hours required in support courses ___N/A___
Credit hours in required or free electives ___15___
Credit hours for thesis or dissertation ___N/A___
Total credit hours required for completion ___ 30 ___

The program does include options. The purpose of which is to provide the student with an in-depth study in an area that reflects personal career expectations. The initial option areas include: Curriculum and Instruction, Leadership, and Instructional Technology. Each option entails 15 credits of the 30 total credit hours required for completion.

Distance Education: Distance learning technology will be used to deliver instruction in the Career and Technical Education graduate program. The existing undergraduate Technical Education major is already offered online to meet the needs of students. The University currently offers several programs in distance learning formats and is fully capable to do so for this proposed 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.

Additionally, the use of these tools allows for real-time chats, collaborative discussions, and proctored online testing. The University uses these technologies to support both synchronous and asynchronous course content delivery that extends the flexibility and value of the online instruction delivery model while maintaining a high level of quality and enhancing the student learning experience.

Athens State University follows the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) "Best Practices for Electronically Offered Degree and Certificate Programs" and is fully accredited to deliver distance education. The University requires that courses delivered through both distance learning and on-campus instruction meet the same instructional quality standards. Athens also states that its faculty have 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. All (100 percent) of the proposed program's courses will be provided by distance education.

Admissions: Regarding admissions requirements, candidates for this particular program must meet the general admissions requirements as outlined in the University's policy. No special or additional requirements are needed.

Need: The College of Education at Athens State University proposes to provide students in Alabama and, more specifically in North Alabama, a master's degree that prepares them for careers in vocational education. Instructors are particularly needed for occupational areas such as computers, graphics, radio and television, health occupations, cosmetology, machining, welding, police, fire and safety, vehicle service, and construction.

Job prospects for industrial trainers are expected to grow by 11 percent through 2022, according to the Bureau of Labor Statistics. It is noteworthy that a master's degree is typically needed to teach or advance at the community college level. Consistent with all states in the nation, Alabama has committed extensive resources to the improvement of CTE programs at both the secondary and postsecondary level. As part of the overall strategy for economic development, the number one priority in the state, improving workforce development, is a major goal for recruiting industry. Accordingly, the state is pursuing increasing collaboration between state education and economic-development officials.

Secondary CTE programs are required by the Alabama Administrative Code to become business/industry-certified. The Alabama Department of Education has maintained international certification from the International Organization of Standardization (ISO) for its Business and Industry Certification (BIC) process. Secondary CTE students have the opportunity to earn postsecondary credit through statewide articulation agreements, dual enrollment, and participation in the Early College Enrollment Program (ECEP) opportunities.

The Alabama Community College System (ACCS) has identified industry-recognized credentials specific to its CTE programs of study (career clusters). Where applicable, curricula lead to either the awarding of, or preparation for, an industry credential (i.e. RN license). In addition to industry-recognized credentials obtained via certificates, CTE participants may complete an associate degree and/or transfer to a baccalaureate degree program as needed. Currently, the Alabama Community College System offers over 700 certificate and associate degree programs in support of workforce development.

Projected Job Openings

	Year	Year 2	Year 3	Year 4	Year 5	Total
Local	20	20	20	20	20	100
State	110	110	110	110	110	550
SREB	3,490	3,490	3,490	3,490	3,490	17,450
Nation	6,900	6,900	6,900	6,900	6,900	34,500

Further, in Alabama, employment of career technical teachers is projected to have an average 10-Yr growth rate of 7.3 percent. An estimate of 370 new jobs will be created during the 10-yr period 2012-2022 generating 110 annual job openings due to growth and replacement. Job openings due to replacement will average 60 positions or 54.5 percent of all annual job openings.

Student Demand: *The Career Technical Education (CTE) Master's Program Interest Survey* was administered to Career and Technical Education stakeholders, including undergraduate program graduates, post-secondary instructors, current students, and CTE administrators. Results from the CTE Interest Survey (n=321) show that 67 percent of respondents (n=214) indicated some level of interest in pursuing a Master's degree in Career and Technical Education. Expressed level of interest in pursuing the proposed degree ranged from consideration to pursue such degree (31 percent) to high likelihood of applying for admission (48 percent). Furthermore, 86 percent of those interested in pursuing the proposed degree are interested in Athens State University.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 3

Part-time: 1

Support Faculty—

Full-time: 7

Part-time: 1

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: As needed

There are no plans to hire new full-time faculty at the present time. The courses will be taught by qualified full- and part-time faculty. Adjunct faculty will be utilized based on need. Faculty needs will be regularly assessed and additional faculty may be hired based upon enrollment growth, long term stability of qualified faculty, and/or attrition. Any new part-time faculty member to be employed to support the proposed M.Ed. in Career and Technical Education program will have qualifications that include: terminal degree, graduate degree in program related area, and teaching/training experience in the Career and/or Technical Education field.

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 available.

Equipment: No additional equipment is needed for this specific proposed 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 an undergraduate degree program in Career and Technical Education for many years and maintains a strong library collection in this area. The Career & Technical Education arena covers a large variety of subject areas. An analysis of these subject areas reflects that, with minimal enhancement, the collection will support a graduate degree in this field. In addition to these holdings the University's interlibrary loan partnerships will further enhance available resources.

While the University Library provides access to multiple databases and education journals, there are three specialized databases that offer access to a large number of relevant journals in the field of the proposed program. These include ProQuest, Professional Development Collection and ERIC. Access to these databases should provide sufficient periodical resources to support research in the field.

Athens State University is prepared to further enhance the existing library collection as may be needed for full support of the proposed graduate program in Career and Technical Education.

The Athens State University Library is a member of the Network of Alabama Academic Libraries and OCLC (a worldwide resource-sharing network). Through these consortia, Athens State students and faculty can receive specific materials from throughout the world via interlibrary loan. Additionally, Athens

State's Library maintains reciprocal borrowing agreements with many academic libraries in the area, including the University of North Alabama and Alabama A&M University. These agreements allow Athens State students and faculty to use the resources of these facilities.

Program Budget: A total of \$175,600 in estimated new funds will be required to support the proposed program over the first five years. A total of \$318,825 will be available through tuition.

Attachment 3
 Athens State University
 Master of Education in Career and Technical Education
 Curriculum

Course Number and Title	Number of Credit Hours	* If New Course
Core Required Courses – 15 hours required		
CE 500 Principles and Philosophies of Career and Technical Education	3	*
CE 520 Aligning Career and Technical Education Curricula	3	*
CE 540 Organization and Coordination of Career and Technical Education	3	*
ED 500 Educational Research	3	*
ED 510 Technology for Teaching and Training	3	*
Option Area – 9 hours required	9	*
CTE Electives – 6 hours required Electives must come from courses included in one of the CTE option areas	6	*
and/or CTE electives. A course may not be used to fulfill both CTE Option and CTE Elective Course Requirements.		

Thirty (30) total credit hours required for completion.

Curriculum and Instruction Option Courses		
CE 550 Performance Analysis and Assessment	3	*
CE 560 Course Construction and Evaluation in Career & Technical Education	3	*
CE 610 Instructional Evaluation in Career & Technical Education	3	*
CE 620 Strategies for Teaching Career & Technical Education	3	*
ED 570 Competency-Based Education	3	*
Leadership Option Courses		
CE 580 Coordination and Supervision of Career & Technical Education	3	*
ED 530 Community Partnerships and Relations	3	*
ED 560 Mindful Leadership	3	*
ED 600 Industrial Management and Teambuilding	3	*
ED 650 Quality Improvement in Education	3	*
Instructional Technology Option Courses		
ED 520 eLearning Design and Development I	3	*
ED 540 Technology Integration for Teaching and Training	3	*
ED 610 Technology for Educational Leaders	3	*
ED 620 eLearning Design and Development II	3	*
CTE Elective Courses		
CE 600 Adult and Community Education	3	*
ED 550 Learning Theory	3	*
ED 630 Externship in Education	3	*
ED 640 Creative Project	3-6	*

Attachment 4

Letter From Cullman Alabama Economic Development Agency Director Peggy Smith to
ACHE Executive Director, Dr. Gregory Fitch



September 15, 2015

Dr. Gregory G. Fitch
Executive Director Alabama Commission on Higher Education
100 North Union Street
Montgomery, AL 36104-3758

Dear Dr. Fitch,

I am writing in support Athens State University's proposal for a new graduate degree program in the College of Education: Master of Art in Career and Technical Education. Athens State University has a reputable history of providing trained professionals for instructional roles in secondary education, post-secondary education, and business and industry.

The addition of a new online graduate program in Career and Technical education will provide continuing education opportunities for these and other professionals. When there are openings for advancement, graduates of the program would be prepared and ready to apply for these positions.

I commend the efforts of Athens State University as they strive to develop new and beneficial programs to address the needs of the citizens of Alabama and beyond.

Sincerely,

A handwritten signature in black ink that reads 'Peggy S. Smith'.

Peggy S. Smith
Director

Attachment 5
Letter From Calhoun Community College President Dr. James Klauber to
ACHE Executive Director, Dr. Gregory Fitch



CALHOUN COMMUNITY COLLEGE
OFFICE OF THE PRESIDENT

September 17, 2015

Dr. Gregory G. Fitch
Executive Director Alabama Commission on Higher Education
100 North Union Street
Montgomery, Alabama 36104-3758

Dear Dr. Fitch:

As President of Calhoun Community College, I am writing in support of Athens State University's proposal for a new graduate degree program in the College of Education – Master of Art in Career and Technical Education. Athens State University has a reputable history of providing trained professionals for instructional roles in secondary education, post-secondary education, and business and industry.

Many of Calhoun's technical program graduates seek their Bachelor's degree at Athens State in the field of the Management of Technology. The addition of a new online graduate program in Career and Technical education will provide a tremendous opportunity for these students and others who would like to further their education.

Calhoun Community College and Athens State University have a very good relationship and we strive to provide the best, most accessible learning opportunities for our students. I commend Athens State in their efforts to develop new and beneficial programs to address the needs of our students and the citizens for north Alabama.

I would like to thank you for considering Athens State's request to add the Master of Art in Career and Technical Education degree program.

Sincerely,



James S. Klauber, PhD
President

/bl

DECISION ITEM B-8: Auburn University at Montgomery, Master of Science in Applied Economics (CIP 45.0602)

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 Master of Science in Applied Economics with options in Health Care Economics, the Economics of Government and Law, and General Economics is a carefully designed program, which offers rigorous training in quantitative analysis, economic modeling, and econometrics.

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

Mode of Delivery: According to the proposal, the program will be delivered face-to-face. However, as the program expands, both the traditional and online delivery methods are expected to be used.

Similar Program: There are no other similar programs located at CIP 45.0602 in the Academic Program Inventory.

Collaboration: AUM officials are not planning to collaborate with other institutions at the start of the proposed program, but if the program expands further, the institution will look into possibilities to collaborate with other universities.

Resources: A total of \$50,000 in new funds will be needed for the program in the first five years, and a total of \$148,460 will be available through tuition.

Public Review: The program was posted on the Commission website from March 28 until April 18 (twenty days) for public review and comment. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program fits the mission of AUM by providing a dynamic and applied research program, as well as providing a new educational opportunity at the graduate level.
2. The proposed Master of Science in Applied Economics will offer rigorous training in quantitative analysis, economic modeling, and econometrics.

DECISION ITEM B-8: Auburn University at Montgomery, Master of Science in Applied Economics (CIP 45.0602)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

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

Implementation Date: The proposed program will be implemented August 2017. Based on Commission policy, the proposed program must be implemented by June 10, 2018, 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 2017-18, will be at least 4, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (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 in entering graduate or professional school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University 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, 2022.

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 Montgomery program proposal, dated February 24, 2016. 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 Montgomery
PROGRAM	Master of Science in Applied Economics (CIP 45.0602)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/ FELLOWSHIPS	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$17,130	\$28,550	\$34,260	\$34,260	\$34,260	\$148,460
TOTAL	\$17,130	\$28,550	\$34,260	\$34,260	\$34,260	\$148,460

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	3	5	6	6	6	5
NEW ENROLLMENT HEADCOUNT	3	3	4	4	5	4
DEGREE COMPLETION PROJECTIONS	0	2	3	4	5	4

Attachment 2

Summary of Background Information

Master of Science in Applied Economics
Auburn University Montgomery

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

Program Description: The proposed Master of Science in Applied Economics with options in Health Care Economics, the Economics of Government and Law, and General Economics is a carefully designed program, which offers rigorous training in quantitative analysis, economic modeling, and econometrics.

Based on student learning outcomes for the proposed program students will:

- 1) Understand how to collect, evaluate, understand, and analyze economic data.
- 2) Understand and interpret statistical results and apply empirical evidence to economic arguments.
- 3) Articulate and apply standard macroeconomic theories and models to policy discussion.
- 4) Articulate and apply standard microeconomic theories and models to policy discussion.
- 5) Interpret and communicate economic models to a wider audience.
- 6) Measure and evaluate the effectiveness of policy programs using sound econometric techniques.

The learning goals and learning objectives for the proposed program are as follows:

Learning Goal #1: Economics graduates will have a foundational knowledge of microeconomics analysis.

Learning Objectives:

- Students will be able to analyze and apply the welfare implications of economic policies.
- Students will be able to analyze and apply different tax policies.
- Students will be able to analyze and apply the mechanisms of industry regulation.

Learning Goal #2: Economics graduates will have a foundational knowledge of macroeconomics analysis.

Learning Objectives:

- Students will be able to analyze and apply the effects of different monetary policies.
- Students will be able to analyze and apply the effects of different fiscal policies.
- Students will be able to analyze and apply the sources of economic growth.

Learning Goal #3: Economics graduates will have foundational knowledge of empirical research.

Learning Objectives:

- Students will be able to apply different descriptive statistics measures.
- Students will be able to apply the basic concepts of statistical inference.
- Students will be able to apply the elementary concepts of multiple regression analysis.

Learning Goal #4: Economics graduates will develop analytical and critical thinking skills through the use of econometric modeling and forecasting.

Learning Objectives:

- Students will be able to apply panel data analysis.
- Students will be able to apply instrumental variables analysis.
- Students will be able to apply limited dependent variable analysis.

Four rubrics were created to assess the learning objectives. The rubrics are: Policy Rubric for Microeconomics Analysis; Policy Rubric for Macroeconomics Analysis; Analytical and Critical Thinking Rubric; and Statistical Analysis Rubric. The assessment of the learning objectives will be completed on an annual basis. Every assessment year begins in the fall semester. Therefore, assessment meetings among faculty will take place during the summer semester. After the first cohort, the assessment procedure can be adjusted appropriately. The total assessment cycle will run over a 5-year period.

Administration: The program will be administered by the College of Public Policy and Justice, Dr. Keivan Daravi, dean, and the Department of Economics, Dr. Carei Ligeon, chairperson.

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

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

Curriculum: The proposed program is a 10-course program. Of the 10 courses, students will take eight core courses to develop a firm foundation with an applied emphasis and two additional courses to complete a specific option in Health Care Economics or Economics of Government Law.

Collaboration: AUM officials are not planning to collaborate with other institutions at the start of the proposed program, but if the program expands further, the institution will look into possibilities to collaborate with other universities.

Distance Education: According to the proposal, the program will be delivered face-to-face. However, as the program expands both the traditional and online delivery methods are expected to be used.

Admissions: Eligible candidates must have an undergraduate degree, in any discipline, from an accredited institution. Additionally, candidates must complete a minimum of six (6) undergraduate semester hours of economics coursework or its equivalency, which may be pursued in conjunction with the degree program and must be completed within the first semester. GMAT or GRE scores are not required except for those applicants with a cumulative undergraduate GPA below a 2.5 on a 4.0 scale.

For those students with an undergraduate GPA below 2.5, a minimum GMAT score of 400 is required (or its equivalent on the GRE). Further, for students with an undergraduate GPA below 2.5 who take the GMAT, 200 times the student's undergraduate GPA added to their GMAT score must be 960 or larger for acceptance into the program.

Need: The proposed MS in Applied Economics is an applied program, which offers rigorous training in quantitative analysis, economic modeling, and econometrics. The proposed program, in addition to a traditional option, will have options in Health Care Economics and in the Economics of Government and Law. Master's level graduate degrees in economics are currently offered at the University of Alabama, Auburn University, and Troy University. None of the universities located in the Montgomery Area are offering a graduate level degree in Economics.

The University of Alabama and Troy University both have a Master of Arts in Economics (CIP Code 52.0601) that focuses on business and managerial economics. Auburn University has a Master of Science in Economics (CIP Code 45.0601) that focuses more on general economics. AUM will be the only institution in the Montgomery area that will offer a Master of Science in Applied Economics that is intended for students in the Montgomery area. The proposed program at AUM will not compete with the programs identified at the University of Alabama, Auburn University, or Troy University, because the focus of the proposed program is on Applied Economics with options in Health Care Economics and the Economics of Government and Law.

Student Demand: A survey was created for current and former economics majors to assess the demand and interest for the Master of Science in Applied Economics. An electronic link to the survey was sent to the AUM email addresses of 160 former Economics majors, while 25 current Economics majors were given the survey in class to complete. A total of 41 responses were received (22 percent response rate). In general, the numbers indicated that there is a strong interest in the Master of Science in Applied Economics program. A total of 26 students indicated that they would be interested in enrolling in the Master of Science in Applied Economics program, when it is offered. Also, 39 students indicated that they believe that the Master of Science in Applied Economics program would enhance their career.

A survey was also created for businesses to assess the demand and interest for the Master of Science in Applied Economics. A total of 175 surveys were handed out at a meeting organized by the Committee 100 from the Montgomery Chamber of Commerce. A total of 41 responses were received (23 percent response rate). In general, the numbers indicated that there is a strong interest for the Master of Science in Applied Economics program. A total of 28 out of 41 businesses/companies value individuals with an advanced degree in economics. When businesses/companies were asked if they value individuals who had empirical economic analysis training, 29 out of 41 indicated that they do.

Faculty/Staff:

Current faculty to teach in the program:

Primary Faculty--

Full-time: 5

Part-time: 1

Support Faculty:

Full-time: 0

Part-time: 0

Additional faculty to teach in the program:

Primary Faculty--

Full-time: 0

Part-time: 0

Support Faculty--

Full-time: 0

Part-time: 0

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

Facilities: Current facilities are sufficient for the proposed program.

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

Program Budget: A total of \$50,000 in new funds will be needed for the program in the first five years, and a total of \$148,460 will be available through tuition.

Attachment 3
Auburn University Montgomery
Master of Science in Applied Economics

Course Number and Title	# of Credit Hours	
Core Courses		
ECON 6500 Microeconomic Analysis	3	
ECON 6510 Macroeconomic Analysis	3	
ECON 6520 Foundations of Empirical Research	3	
ECON 6530 Econometric Modelling and Forecasting	3	
ECON 6540 Financial Economics	3	
ECON 6550 Economics of Health Care	3	
ECON 6560 Economic Analysis of Law	3	
ECON 6590 Development and Program Analysis	3	
Master of Science in Applied Economics Options:		
Course Number and Title	# of Credit Hours	
Option 1: General Economics		
ECON 6570 Industrial Organization	3	
ECON 6580 Topics in International Economics	3	
Option 2: Health Care Economics		
ECON 6650 Economics of Health Care (2)	3	
ECON 6750 Economics of Health Care (3)	3	
Option 3: Economics of Government and Law		
ECON 6660 Economic Analysis of Law (2)	3	

DECISION ITEM B-9: Auburn University at Montgomery, Bachelor of Science in Business Administration in Entrepreneurship (CIP 52.0701)

EXECUTIVE SUMMARY

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

Program Objective: The proposed BSBA in Entrepreneurship will support the missions of Auburn University at Montgomery and its College of Business. It 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 business ownership or innovative career choices.

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: Alabama A&M University currently offers a BS in Entrepreneurship at CIP 52.0701.

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 \$0 in estimated new funds will be required to support the proposed program over the first five years. A total of \$1,086,610 will be available through tuition.

Public Review: The program was posted on the Commission website from March 28 through April 18 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The Alabama state government has increased emphasis on seeding start-ups and promoting small businesses; AUM's proposed Entrepreneurship program will directly contribute to this.
2. According to the proposal, the State of Alabama outpaced the nation in women-owned businesses with a 68 percent increase between 1997 and 2013, compared to 59 percent nationally.

DECISION ITEM B-9: Auburn University at Montgomery, Bachelor of Science in Business Administration in Entrepreneurship (CIP 52.0701)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by June 10, 2018 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 10, based on the proposal.
2. That the annual average number of graduates for the period 2019-20 through 2020-21 (two-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, 2021.

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 February 26, 2016. 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 Business Administration in Entrepreneurship (CIP 52.0701)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2016-17	2017-18	2018-19	2019-20	2020-21	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

	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	\$64,525	\$146,405	\$237,330	\$309,970	\$328,380	\$1,086,610
TOTAL	\$64,525	\$146,405	\$237,330	\$309,970	\$328,380	\$1,086,610

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	7	18	26	34	36	24
NEW ENROLLMENT HEADCOUNT	7	9	10	10	12	10 2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	7	9	8

Attachment 2

Summary of Background Information

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

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

Objectives: The proposed BSBA in Entrepreneurship will support the missions of Auburn University at Montgomery and its College of Business. It 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 business ownership or innovative career choices.

According to AUM officials, based on the following learning outcomes students will:

1. Exhibit knowledge of concepts necessary for the development of an effective, innovative business plan.
2. Demonstrate the capacity to identify and acquire the resources needed for the creation and implementation of a new venture, including financial, human, and managerial resources.
3. Understand risk and its effect on new ventures and analyze financial data to support business decisions and assessment of business strategies.
4. Demonstrate the ability to identify, analyze, and understand potential market behaviors that would enhance value creation and profitability.
5. Demonstrate competency of the entrepreneurial process – from idea generation to the commercialization and implementation of the new business venture.

Administration: The program will be administered by Dr. W. Rhea Ingram, College of Business, Dean; and the Department of Business Administration, Dr. Ravi Chinta, 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: The proposed BSBA in Entrepreneurship will be accredited through the Association to Advance Collegiate Schools of Business (AACSB). AUM's College of Business is the only university in the River Region holding the top accreditation for business programs.

Curriculum: The following three new courses will be added to the proposed program: New Venture Creation – 3 hrs; Entrepreneurial Finance – 3 hrs; and Creativity and Innovation – 3 hrs .

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: AUM officials estimate that up to 30 percent of the course offerings could be through distance education. Complete distance education offerings for this program have not been considered. However, the program will have some courses that will be delivered in online or hybrid format, i.e., a combination of both online and face-to-face instruction. Students will have some choice of how much of the program is completed via distance education.

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, small businesses create three out of four jobs, according to a September 15, 2014 press release from the State of Alabama governor's office. The release cited the U.S. Small Business Administration saying there are about 400,000 small businesses in Alabama, which created more than 5,000 jobs in 2011. In support of small business, the Governor announced the establishment of the Alabama Small Business Commission. "Small businesses are the engines of job growth and an integral part of the framework that makes up the American economic system," Governor Bentley commented. He continued by saying, "the Alabama Small Business Commission will help cultivate the businesses by encouraging innovation. The commission will also discuss issues critical to economic growth of small businesses and promote policies to assist new business start-ups and expansion of existing businesses." In addition, the State of Alabama outpaced the nation in women-owned businesses with a 66.7 percent increase between 1997 and 2013, compared to 59.1 percent nationally. Furthermore, Alabama is rated #4 in Top States of Doing Business (2013).

Student Demand: The College of Business surveyed the entire current undergraduate class of business majors and asked the following two questions:

- Would you be interested in an Entrepreneurship program in the College of Business?
- If an Entrepreneurship program is offered, how likely are you to change your major to Entrepreneurship?

A total of 50 students replied, 43 of which indicated an interest in an Entrepreneurship Program in the College of Business at AUM. A total of 31 students indicated they would likely change their major to Entrepreneurship (8 students were very likely; 23 students were somewhat likely). Thus 86 percent of the students who responded expressed an interest in an Entrepreneurship program in the College of Business. It is reasonable to expect that roughly 90 students from our current population (567 students in total) would be very likely to change their major to Entrepreneurship based on 16 percent of the survey respondents expressing the same.

Faculty:

Current Primary Faculty—

Full-time: 8

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Equipment: No additional equipment is required for the program.

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

Library: AUM's collection librarian reviewed the library holdings for the new courses proposed for the Entrepreneurship program and also reviewed the holdings for existing courses listed as part of the program. The review concluded that AUM's holdings well exceed collection goals and that the AUM Library is capable of supporting the Entrepreneurship program. AUM holds 328.71 percent of the average holdings of its peer group, well above the minimum goal of 70 percent of the peer group that AUM strives for. The following subject areas were considered when the collection assessment was conducted; New Business Enterprises, Small Business—United States, and Small Business—Finance.

Additionally, there are several public domain sources that are pertinent to the Entrepreneurship program that the faculty will leverage in the proposed program. These include: SBA (Small Business Administration); Babson College; Kauffman's Foundation; and other venture forum databases.

Program Budget: The proposal projected that a total of \$0 in estimated new funds will be required to support the proposed program over the first five years. A total of \$1,086,610 will be available through tuition.

Attachment 3

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

Required Courses (19 hours):		
BUSN 3300 New Venture Creation	3	*
HRSM 3150 Human Resource Management (WI)	4	
FINA 3500 Entrepreneurial Finance	3	*
BUSN 4000 Creativity and Innovation	3	*
MKTG 4410 Buyer Behavior	3	
MNGT 4010 Entrepreneurship and Business Planning	3	
Electives (18 hours)		
BUSN 4924 Internship: Start-Up Entrepreneurs	3	
FINA 4210 Enterprise Risk Management	3	
HRSM 4600 Employee Recruitment, Selection and Appraisal	3	
MKTG 4380 Retailing	3	
MKTG 4600 Services Marketing	3	
MNGT 4390 Small Business	3	
In addition to the above entrepreneurship-specific courses, the following courses in five areas are included in the 121 credits that comprise the Entrepreneurship Program.		
UNIV 1000 (University Success) – takes in first semester	3	
English – taken in 1 st year	6	
Humanities and Fine Arts – taken in 1 st & 2 nd year	12	
Natural Sciences and Mathematics – taken in 1 st & 2 nd year	11	
History, Social and Behavioral Sciences – taken in 1 st , 2 nd & 3 rd year	12	
Lower Business Core – taken in 3 rd & 4 th year	18	
Upper Business Core – taken in 3 rd & 4 th year	22	

DECISION ITEM B-10: Northeast Alabama Community College, Associate in Applied Science and Certificate in Air Conditioning and Refrigeration (CIP 47.0201)

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/Description: The primary objective of the proposed program is to provide learning experiences that enable graduates to obtain the knowledge, skills, abilities and certifications/licensure necessary for gainful employment and/or entrepreneurial pursuits in Heating, Ventilation, Air Conditioning and Refrigeration (HVACR) or Air Conditioning and Refrigeration (ACR).

Role: The proposed program is within the instructional role recognized for Northeast Alabama Community College (NEC).

Mode of Delivery: While the hands-on nature of many of the program's courses does not lend themselves to distance education formats, program officials will consider offering theory-based courses in a distance education format, including online, video teleconference, and blended courses.

Similar Programs: Ingram State Technical College has an AAT/Certificate in Heating and Air Conditioning Technology; and Southern Union State Community College has a Certificate in Heating and Air Conditioning located at CIP 47.0201 in the Academic Program Inventory. Additionally, similar programs are located at CIP 15.0501 at the following institutions: Bevill State Community College (AAS/C); Drake State Community and Technical College (AAS/C); Gadsden State Community College (AAS/C); Shelton State Community College (AAS/C); Trenholm State Community College (AAS/C); Wallace State Community College-Dothan(AAS/C); Wallace State Community College-Hanceville (C); Lawson State Community College (C); Lurleen B. Wallace Community College (C); and Northwest Shoals Community College (C).

Collaboration: According to the application, NEC will collaborate with other colleges in the state teaching HVAC and will use the plans of instruction developed by the Alabama Community College System.

Licensure: NEC will seek licensure from the Alabama Board of Heating, Air Conditioning & Refrigeration Contractors for the proposed program.

Resources: A total of \$455,500 in estimated new funds will be needed for the program in the first five years, and a total of 492,800 will be available through internal reallocation, extramural funds and tuition.

Public Review: The program was posted on the Commission website from March 28 until April 18 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to NEC's application, an employer survey was sent to local HVAC contractors and the survey revealed that employers plan to hire an average of 24 technicians per year over the next five years in the college's service area.
2. Projected job openings in the college's service area indicate a total of over 200 occupations related to HVAC will be available in the state over the next five years.

DECISION ITEM B-10: Northeast Alabama Community College, Associate in Applied Science and Certificate in Air Conditioning and Refrigeration (CIP 47.0201)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Air Conditioning and Refrigeration.

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

Implementation Date: The proposed program will be implemented August 2016. Based on Commission policy, the proposed program must be implemented by June 10, 2018, 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.

Pre-Implementation Condition:

That prior to implementation, a list of the names and credentials of the program director and other faculty hired for the program be provided to the Commission staff.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 9, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2020-21 (four-year average) will be at least 10, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
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.

Northeast Alabama Community College (NEC) 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, 2021.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Curriculum for Proposed Program, attached.
3. Northeast Alabama Community College proposal, dated March 8, 2016. Available upon request.
4. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Northeast Alabama Community College

PROGRAM Associate in Applied Science and Certificate in Air Conditioning & Refrigeration (CIP 47.0201)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$60,000	\$64,000	\$68,000	\$70,000	\$72,000	\$334,000
LIBRARY	\$500	\$0	\$500	\$0	\$500	\$1,500
FACILITIES	\$5,000	\$0	\$0	\$0	\$0	\$5,000
EQUIPMENT	\$75,000	\$0	\$15,000	\$0	\$15,000	\$105,000
STAFF (Lab Asst)	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
TOTAL	\$142,500	\$66,000	\$85,500	\$72,000	\$89,500	\$455,500

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$50,000	\$0	\$0	\$0	\$0	\$50,000
EXTRAMURAL	\$35,000	\$0	\$12,000	\$0	\$10,000	\$57,000
TUITION	\$57,600	\$73,000	\$74,000	\$90,000	\$91,200	\$385,800
TOTAL	\$142,600	\$73,000	\$86,000	\$90,000	\$101,200	\$492,800

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	16	20	20	24	24	21
NEW ENROLLMENT HEADCOUNT	16	6	6	8	10	9
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	8	8	12	12	10

Attachment 2

**Northeast Alabama Community College
Associate in Applied Science and Certificate in
Air Conditioning & Refrigeration**

**Associate in Applied Science
Heating, Ventilation, Air Conditioning and Refrigeration**

General Education Requirements

All students must complete.

Area I

ENG 101	English Composition I	3
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Area II

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

Area III

MTH 116	Mathematical Applications	3
CIS 146	Microcomputer Applications	3
Elective	Math, Science or CIS Elective	3

Area IV

	Area IV Elective	3
	General Education Requirements	21

Area V

Technical Core

All students must complete.

ACR 111	Principles of Refrigeration	3
ACR 112	HVACR Service Procedures	3
ACR 113	Refrigeration Piping Practices	3
ACR 121	Principles of Electricity for HVACR	3
ACR 122	HVACR Electric Circuits	3
ACR 123	HVACR Electrical Components	3
ACR 144	Basic Drawing & Blueprint Reading in HVAC	3
ACR 192	HVAC Apprenticeship/Internship	3
WKO 106	Workplace Skills	3
WKO 110	NCCER Core	3
	Technical Core Requirements	30

Area V

Technical Specialty

	Students must select 15 hours of ACR courses by advisement.	15
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TOTAL HOURS REQUIRED FOR AAS DEGREE	66
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DECISION ITEM B-11: University of West Alabama, Bachelor of Arts/Bachelor of Science in Public Safety (CIP 43.9999)

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 Description: The proposed degree program is an integrated approach blending disciplines to help today's public safety professional meet the continually evolving needs of public safety for service and emergency response. This program will help today's local public safety professional prepare for progressive careers that require a college degree (Local public safety administration, State and Federal law enforcement, local fire administration, Department of Homeland Security, etc.). It also allows candidates to expand into more specific areas with specialties in Information Technology, Management/Administration, Behavioral Science, and Business.

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

Mode of Delivery: According to the proposal, instructional delivery will be a combination of classroom instruction and online instruction through the Blackboard System. Classroom instruction will include a combination of multimodal, interactive techniques intended to promote active student participation in every aspect of the learning experience. Approximately 75 percent of the proposed program will be offered online.

Similar Programs: There are no similar programs listed at CIP 43.9999 in the Academic Program Inventory.

Collaboration: UWA has an established agreement with the Alabama Fire College to allow students to continue their training while completing the requirements for a bachelor's degree.

Resources: A total of \$331,519 in estimated new funds will be needed for the program over the first five years. A total of \$1,187,550 will be available through tuition over that period.

Public Review: The program was posted on the Commission website from March 28 thru April 18 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Job prospects are expected to be favorable, particularly among public safety professionals who work in homeland security and counter-terrorism sectors, or work in rural areas. The growing need for advanced investigation, threat analysis, and emergency response will become the new face of the public safety professions.

DECISION ITEM B-11: University of West Alabama, Bachelor of Arts/ Bachelor of Science in Public Safety (CIP 43.9999)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by June 10, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 8, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2020-21 (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 or enrolling in graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2021.

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 West Alabama program proposal, dated January 15, 2016. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	University of West Alabama					
PROGRAM	Bachelor of Arts/Bachelor of Science in Public Safety (CIP 43.9999)					
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$59,579	\$61,835	\$61,835	\$61,835	\$61,835	\$306,919
LIBRARY	\$2,600	\$1,000	\$1,000	\$1,000	\$1,000	\$6,600
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$5,000	\$1,500	\$0	\$0	\$1,500	\$8,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
TOTAL	\$69,179	\$66,335	\$64,835	\$64,835	\$66,335	\$331,519
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	\$81,900	\$143,325	\$245,700	\$307,125	\$409,500	\$1,187,550
TOTAL	\$81,900	\$143,325	\$245,700	\$307,125	\$409,500	\$1,187,550
ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
HEADCOUNT ENROLLMENT	5	11	20	29	38	21
NEW ENROLLMENT HEADCOUNT	5	6	9	9	9	8
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	4	8	10	12	9

Attachment 2

Summary of Background Information

Bachelor of Arts/Bachelor of Science in Public Safety
University of West Alabama

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

Objectives: The proposed degree program is an integrated approach blending disciplines to help today's public safety professional meet the continually evolving needs of public safety for service and emergency response. This program will help today's local public safety professional prepare for progressive careers that require a college degree (local public safety administration, State and Federal law enforcement, local fire administration, Department of Homeland Security, etc.). It also allows candidates to expand into more specific areas with specialties in Information Technology, Management/Administration, Behavioral Science, and Business.

Student learning outcomes will be assessed by the following:

- 1. Theoretical Knowledge:** Students will be able to sufficiently synthesize theoretical knowledge within the public safety professions and apply this to develop evolving best practices.
- 2. Research Methodology:** Students will be able to sufficiently synthesize research into daily practice and policy development within the profession.
- 3. Critical Thinking:** Students will be able to think critically about concepts within the public safety professions.
- 4. Communication:** Students will be able to clearly communicate, express, and discuss concepts throughout the program.
- 5. Sociocultural Awareness:** Students will show a clear understanding of responsible ethics, social issues, and intergroup relations as they relate to the professions in public safety.

Administration: The program will be administered by the College of Liberal Arts, Dr. Mark Davis, Dean; and the Department of Behavioral Science, Joy Cauthron, Chair.

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

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

Curriculum: The program will have the following requirements:

Credit hours required in major:	57 sh
Credit hours in general education:	48 sh
Credit hours required in free elective:	15 sh
Total:	120 sh

Collaboration: UWA has an established agreement with the Alabama Fire College to allow students to continue their training while completing the requirements for a bachelor's degree.

Distance Education: According to the proposal, instructional delivery will be a combination of classroom instruction and online instruction through the Blackboard System. Classroom instruction will include a combination of multimodal, interactive techniques intended to promote active student participation in every aspect of the learning experience. Approximately 75 percent of the proposed program will be offered online.

Admissions: Along with meeting standard admission requirements, applicants will be required to provide documentation that they have completed, or are actively in the process of completing, certification and/or licensure in one of the three areas of Public Safety (Law Enforcement, Fire Service, or Emergency Medical Services).

Need: According to UWA officials, the proposed Public Safety program will effectively meet both documented institutional and societal needs. In terms of the former, it is anticipated that interest in the public safety major will be high. There is presently no comparable degree offered at the institution or at another regional institution. In terms of societal needs, a number of factors both support the increase in interest in public safety professions and indicate the professional promise the future holds for students in the discipline. The *Occupational Outlook Handbook 2012-2022*, indicates that police and detectives held approximately 780,000 jobs in 2012, with a projected increase of 5 percent by 2022. Firefighters held approximately 307,000 jobs in 2012 with a projected increase of seven-percent by 2022. Emergency Medical Services workers held approximately 239,100 jobs in 2012, with a projected increase of 23 percent by 2022. Collectively, the combined public safety professions represented 1,326,100 jobs in the United States.

Student Demand: A survey was conducted among students at UWA including both graduate and undergraduate students. The survey was distributed electronically by email with a two-week window for response. Total sample size is (177) one-hundred-seventy-seven. The survey showed a stronger response among upper classmen and graduate school learners. Of those responding to the survey, 46 percent responded favorably about having considered a career in the combined professions of Public Safety. Further, 47 percent of those responding reported that they would be more likely to pursue a public safety career were there a Bachelor's Degree in Public Safety offered. Sixty-four percent believed that courses being offered online was a key component. Most intriguing was that 41 percent of responding students, who were nearing the completion of their bachelor's degree, or in graduate school, would have considered changing their decided major were such a degree offered.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 8

Part-time: 2

Current Support Faculty—

Full-time: 2

Part-time: 0

Additional qualified faculty to be hired:

Primary Faculty

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: No new staff members are necessary.

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

Facilities: No new facilities are needed for the program.

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

Program Budget: A total of \$331,519 in estimated new funds will be needed for the program over the first five years. A total of \$1,187,550 will be available through tuition over that period.

Attachment 3

**Bachelor of Arts/Bachelor of Science in
 Public Safety
 Curriculum**

Course Number and Title		Number of Credit Hours
Core/Basic Curriculum		
Fine Arts	AT 100 (Introduction to Art), MU 100 (Introduction to Music), or TH 100 (Introduction to Theatre)	6
Speech	SH 100 (Principles of Public Speaking) or SH 150 (Professional Speaking)	3
Literature	EH 221 and 222 (British Literature I and II) OR EH 231 and 232 (American Literature I and II)	6
Written Composition	EH 101 and 102 (Written English I and II)	6
Biology	BY 101 (Principles of Biology) and BY 212 (General Botany) or BY 222 (General Zoology)	8
Physical Science	CH 101 (Introduction to General Chemistry), EN 100 (Introduction to Environmental Sciences), ES (Introduction to Geology), PH 101 (Introduction to Physical Sciences), PH 190 (Astronomy), or PH 201 (College Physics)	4
Mathematics	MH 105 (Finite Mathematics) OR MH 113 (Precalculus Algebra)	3
History	HY 101 and HY 102 (Western Civilization I and II) OR HY 211 and HY 212 (American History I and II)	6
Social Science	AN 100 (Introduction to Anthropology), PS 110 (American Government), PY 100 (General Psychology), SY 100 (Principles of Sociology), or SY 110 (Social Problems)	6
UWA 101	UWA Experience – Freshman Seminar	2
Program Courses		
Psychology		
PY 320	Abnormal Psychology	3
PY 330	Social Psychology	3
PY 355	Learning & Motivation	3
PY 412	Psychology of Emotion	3
Sociology		
SY 110	Social Problems	3
SY 312	Minority Relations	3
SY 381	Introduction to Criminology	3
SY 382	The Criminal Justice System	3
Criminal Justice		
CJ 200	Introduction to Criminal Justice	3
CJ 221	Law Enforcement	3

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CJ 260	Corrections	3
CJ 499	Criminal Justice Practicum	3
Political Science		
PS 110	American Government	3
PS 310	State and Local Government	3
PS 313	Intro to the Law	3
PS 316	Public Administration	3
Homeland Security		
HS 200	Homeland Security	3
HS 240	Emergency and Disaster Management	3
HS 250	Current Events in Homeland Security	3
HS 310	Terrorism	3
HS 320	Intelligence Analysis	3
HS 330	Border Security	3
Management		
MG 300	Management	3
MG 315	Project Management	3
MG 390	Operations Management	3
MG 391	Logistics	3
MG 410	Leadership	3
MG 450	Organization Behavior	3
MG 455	Safety Risk Management	3
Computer Science		
CS 280	Network Communication	3
CS 300	Programming 1	3
CS 301	Programming 2	3
CS 305	Computerized Data Analysis	3
CS 310	Ethics in CIS	3
CS 340	Operating Systems	3
CS 350	Internet Applications I	3
CS 351	Internet Applications II	3
CS 370	Data Structures	3
CS 390	Information Security	3

DECISION ITEM B-12: University of Alabama at Birmingham, Bachelor of Science in Human Resource Management (CIP 52.1001)

EXECUTIVE SUMMARY

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

Program Description: Human Resource Management is a broad field that covers numerous functional areas such as compensation, staffing, and labor law. Offering the proposed program at the University of Alabama at Birmingham will help students compete in the marketplace and advance their careers.

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

Mode of Delivery: According to the proposal, the program will be delivered face-to-face, as well as online.

Similar Programs: Currently, there are three similar programs in the Academic Program Inventory located at CIP 52.1001 at the following institutions: Athens State University (Human Resources Management, BS); Auburn University (Human Resources Management, BS); and Auburn University Montgomery (Human Resource Management, BSBA).

Collaboration: There are no plans for collaboration at this time.

Resources: The proposal projected that a total of \$0 in estimated new funds will be required to support the proposed program. A projected total of \$986,250 will be available from tuition.

Public Review: The program was posted on the Commission website from March 28 until April 18 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. UAB has submitted several letters of support for the proposed Human Resource Management program from companies in the Birmingham area.
2. The City of Birmingham has the largest chapter of the Society of Human Resource Management in Alabama with over 1,500 active members.

DECISION ITEM B-12: University of Alabama at Birmingham, Bachelor of Science in Human Resource Management (CIP 52.1001)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Human Resource Management.

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

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by June 10, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 14, based on the proposal.
2. That the annual average number of graduates for the period 2016-17 through 2020-21 (five-year average) will be at least 12, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in continuing in related graduate work.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2021.

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 Alabama at Birmingham program proposal, received February 5, 2016. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

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

INSTITUTION University of Alabama at Birmingham

PROGRAM Bachelor of Science in Human Resource Management (CIP 52.1001)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	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	\$150,000	\$172,500	\$195,000	\$221,250	\$247,500	\$986,250
TOTAL	\$150,000	\$172,500	\$195,000	\$221,250	\$247,500	\$986,250

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	40	46	52	59	66	53
NEW ENROLLMENT HEADCOUNT	12	13	14	15	16	14
						5-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	10	11	12	13	14	12

Attachment 2

Summary of Background Information

Bachelor of Science in Human Resource Management
University of Alabama at Birmingham

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

Program Description: Human Resource Management is a broad field that covers numerous functional areas such as compensation, staffing, and labor law. Offering the proposed program at the University of Alabama at Birmingham will help students compete in the marketplace and advance their careers.

Student learning outcomes will be measured by the following:

1. Students graduating with a BS in Human Resource Management will understand how human resource functions are related to each other, as well as the role human resources plays in the strategic planning process as measured by their performance on course exams, assignments, and/or projects with an achievement target of 70 percent.
2. Students graduating with a BS in Human Resource Management will understand the tools and concepts for the human resource discipline as measured by their performance on course exams, assignments, and/or projects with an achievement target of 70 percent.
3. Students graduating with a BS in Human Resource Management will apply the tools and concepts for the human resource discipline as measured by their performance on course exams, assignments, and/or projects with an achievement target of 70 percent.
4. Students graduating with a BS in Human Resource Management will understand the legal environment for organizers as it relates to the human resource discipline along with the role human resources plays in ensuring legal compliance as measured by their performance on course exams, assignments, and/or projects with an achievement target of 70 percent.

Administration: The program will be administered by the Collat School of Business, Dr. Eric P. Jack, Dean; and the Department of Management, Information Systems and Quantitative Methods, Dr. Molly Wasko, Chair.

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 the program proposal.

Accreditation: The Collat School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The proposed program will be included in the AACSB accreditation evaluation for the school.

Curriculum: No new courses are needed for the proposed program.

Credit hours required in program major:	24 semester hours
Credit hours required in general education:	41
Credit hours required in free electives:	7
Credit hours required in support courses	48
Total hours for completion:	120

Collaboration: There are no plans for collaboration at this time.

Distance Education: According to the proposal, the program will be delivered face-to-face, as well as online.

Admissions: There will not be any special admission requirements for the program. General admission requirements for students applying to any major at UAB will be utilized. Admission to the Collat School of Business is open to those students who are admitted to UAB as degree-seeking or as non-degree seeking students. For students transferring into the major, a GPA of 2.0 or better is required. Degree-seeking students changing their major from schools and the college within UAB will be admitted to the Collat School of Business provided they have a minimum 2.0 overall grade point average.

Need: Currently, there are only three universities in the state that offer specific degrees in human resource management. According to the proposal, UAB officials believe there is a need to service the greater Birmingham area as well as the State of Alabama. The current programs located at Auburn University, Auburn University Montgomery, and Athens State University are located in central and northern Alabama. UAB is located between the existing programs in north and central Alabama. Birmingham has the largest chapter of the Society of Human Resource Management (BSHRM) in Alabama (over 1,500 active members), as well as being one of the largest chapters in the country. Recent survey data, suggest strong support for the proposed program at UAB from the BSHRM and local human resources business leaders.

Student Demand: According to the proposal, UAB offers a Human Resource Management concentration in the existing Management program, and demand has been strong. In Fall 2014, 65 students identified human resource as a concentration; and enrollment has steadily increased over the past 2 years. The increased enrollment is a strong indicator of the number of students expected to enroll in the proposed program. Since the fall of 2009 thru the fall of 2014, a total of 253 students have declared Human Resource Management as a concentration in the Management program.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 4

Part-time: 0

Support Faculty—

Full-time: 2

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Equipment: New or additional equipment will not be required for the program.

Facilities: No new facilities are required for the proposed program.

Program Budget: The proposal projected that a total of \$0 in estimated new funds will be required to support the proposed program. A projected total of \$986,250 will be available from tuition.

Attachment 3

**The University of Alabama at Birmingham
 Bachelor of Science in Human Resource Management**

Course Number and Title
Lower Level Business Core – 21 hours
BUS 101 or 102 Intro to Business I
BUS 110 Essentials of Financial Literacy
AC 200 Principles of Accounting I
AC 201 Principles of Accounting II
LS 246 Legal Environment of Business
QM 214 Quantitative Analysis I
QM 215 Quantitative Analysis II
Upper Level Business Core – 25 hours
Bus 305 Professional Development for Today's Workplace
BUS 350 Business Communication
FN 310 Fundamentals of Financial Management
MG 302 Mgmt. Processes & Behavior
IS 303 Information Systems
MK 303 Basic Marketing
BUS International Business (EC 407, FN 412, MG 415, MK 416, AC 440 or IB 495)
MG 403 Operations Management or DB 320 Distribution Management
Major Capstone Course
HRM Major Courses – 24 hours
MG 401 Organizational Behavior
MG 409 Human Resource Management
MG 411 Compensation Administration
MG 412 Employee Selection and Development
MG 413 Employment Law
MG 425 Managing through Leadership
Two Electives in the management area (300 or above)
Experiential Education – 0-3 hours
Experiential Education Requirement (Certain course or experiences (study abroad, Internship) cover this requirement)

UAB Core Curriculum

UAB's core curriculum follows the AGSC model of Areas I-IV being university-wide and Area V being specified by each major. The requirements and courses that constitute Areas I-IV from the 2016-17 Undergraduate Catalog are given below. It should be noted that core curriculum courses may be part of major requirements. For example, many majors specify mathematics and science courses which are part of Area III, Natural Sciences and Mathematics.

Area I. Written Composition

6 hours

Effective written communication skills are essential in a literate society. Requirements include six semester hours in written composition. UAB students must complete EH 101 English Composition I and EH 102 English Composition II with the grade of C or better within their first 30 hours or as soon as possible thereafter.

	Courses	Hours
EH 101	English Composition I	3
EH 102	English Composition II	3

Area II. Humanities and Fine Arts

12 hours

Study in the humanities addresses the ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion, and the arts, and is fundamental to general education. Requirements include at least 12 semester hours in humanities with a minimum of three semester hours in literature, three semester hours in the fine arts, and the remaining hours from the humanities and/or fine arts. In addition to literature, disciplines in the humanities include, but are not limited to, philosophy, religious studies, speech, foreign languages, art, music, theatre, and dance. As part of the common Core Curriculum, students must complete a six-semester hour sequence in literature (Area II), history (Area IV), or economics (Area IV).

The following courses satisfy Area II of the Core Curriculum:

	Courses	Hours
AAS 200	Introduction to African-American Studies	3
ARA 101	Introductory Arabic I	3
ARA 102	Introductory Arabic II	3
ARH 101	The Art Experience	3
ARH 203	Ancient and Medieval Art	3
ARH 204	Early Modern-Contemporary Art	3
ARH 206	Survey of Asian Art	3
CHI 101	Introductory Chinese I	3
CHI 102	Introductory Chinese II	3
CMST 101	Public Speaking	3
EH 216	Introduction to Literature	3

EH 217	World Literature I: Before 1660	3
EH 218	World Literature II: 1660-Present	3
EH 221	British and Irish Literature I: Before 1800	3
EH 222	British and Irish Literature II: 1800-Present	3
EH 223	American Literature I: Before 1865	3
EH 224	American Literature II: 1865-Present	3
FLL 120	Foreign Cultures	3
FLL 220	Foreign Literatures in English Translation	3
FR 101	Introductory French I	4
FR 102	Introductory French II	4
FR 108	Introductory Intensive French	4
FR 201	Intermediate French I	3
FR 202	Intermediate French II	3
GN 101	Introductory German I	4
GN 102	Introductory German II	4
GN 201	Intermediate German I	3
GN 202	Intermediate German II	3
GN 204	Readings in German Literature	3
ITL 101	Introductory Italian I	3
ITL 102	Introductory Italian II	3
JPA 101	Introductory Japanese I	3
JPA 102	Introductory Japanese II	3
MU 120	Music Appreciation	3
PHL 100	Introduction to Philosophy	3
PHL 115	Contemporary Moral Issues	3
PHL 116	Bioethics	3
PHL 120	Practical Reasoning	3
PHL 125	Introduction to Ethics	3
PHL 203	Philosophy of Religion	3
SPA 101	Introductory Spanish I	4
SPA 102	Introductory Spanish II	4
SPA 108	Introductory Intensive Spanish	4
SPA 201	Intermediate Spanish I	3
SPA 202	Intermediate Spanish II	3
THR 100	Introduction to the Theatre	3
THR 105	Introduction to Dance	3
THR 200	Plays on Film	3

Area III. Natural Sciences and Mathematics

11 hours

Study in the natural sciences and mathematics emphasizes the scientific method and applies quantitative or inductive reasoning. Requirements include at least 11 semester hours with at least three semester hours in mathematics at the pre-calculus algebra level or higher and at least eight semester hours in the natural sciences. All courses in the natural sciences must include laboratory experiences.

The following courses satisfy Area III of the Core Curriculum:

	Courses	Hours
AST 101/111	Astronomy of the Universe and Laboratory	4
AST 102/112	Astronomy of Stellar Systems and Laboratory	4
AST 103/113	Astronomy of the Solar System and Laboratory	4
AST 105/115	Extraterrestrial Life and Laboratory	4
BY 101/102	Topics in Contemporary Biology and Laboratory	4
BY 111/112	Extended Topics in Contemporary Biology and Laboratory	4
BY 123	Introductory Biology I	4
BY 124	Introductory Biology II	4
CH 105/106	Introductory Chemistry I and Laboratory	4
CH 107/108	Introductory Chemistry II and Laboratory	4
CH 115/116	General Chemistry I and Laboratory	4
CH 117/118	General Chemistry II and Laboratory	4
ENV 108/109	Human Population and the Earth's Environment and Laboratory	4
ES 101/102	Physical Geology and Laboratory	4
ES 103/104	History of the Earth and Laboratory	4
MA 105	Pre-Calculus Algebra	3
MA 106	Pre-Calculus Trigonometry	3
MA 107	Pre-Calculus Algebra and Trigonometry	4
MA 110	Finite Mathematics	3
MA 125	Calculus I	4
MA 126	Calculus II	4
MA 227	Calculus III	4
MA 252	Introduction to Differential Equations	3
MA 260	Introduction to Linear Algebra	3
PH 201	College Physics I	4
PH 202	College Physics II	4
PH 221	General Physics I	4
PH 222	General Physics II	4
PHS 101	Physical Science	4

Area IV. History, Social, and Behavioral Sciences

12 hours

Study in history and the social and behavioral sciences deals primarily with the study of human behavior, social and political structures, and economics. Requirements include 12 semester hours with at least a three-semester hour course in history and at least six semester hours from among other disciplines in the social and behavioral sciences. Disciplines include, but are not limited to,

anthropology, economics, geography, political science, psychology, and sociology. As part of the common Core Curriculum, students must complete a six-semester hour sequence in literature (Area II), history (Area IV), or economics (Area IV).

The following courses satisfy Area IV of the Core Curriculum:

	Courses	Hours
ANTH 101	Introduction to Cultural Anthropology	3
ANTH 106	Introductory Archaeology	3
ANTH 120	Language and Culture	3
CMST 105	Introduction to Human Communication	3
EC 210	Principles of Microeconomics	3
EC 211	Principles of Macroeconomics	3
GEO 121	World Regional Geography	3
HY 101	Western Civilization I	3
HY 102	Western Civilization II	3
HY 104	World History to 1600	3
HY 105	World History 1600 to the Present	3
HY 120	The United States To 1877	3
HY 121	The United States Since 1877	3
ITS 101	Introduction to International Studies	3
PSC 101	Introduction to American Government	3
PSC 102	Introduction to Comparative Politics	3
PSC 103	Introduction to International Relations	3
PSC 221	American State and Local Government	3
PUH 202	Introduction to Global Health	3
PY 101	Introduction to Psychology	3
PY 201	Honors Introduction to Psychology	3
PY 212	Developmental Psychology	3
SOC 100	Introduction to Sociology	3
SOC 245	Contemporary Social Problems	3
WS 100	Introduction to Women's and Gender Studies	3

DECISION ITEM B-13: University of Alabama at Birmingham, Bachelor of Arts in Computer and Information Sciences (CIP 11.0101)

EXECUTIVE SUMMARY

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

Program Objective: The Bachelor of Arts (BA) in Computer and Information Sciences is designed for students interested in combining a broad-based liberal arts education with a strong foundation in Computer Science, and the application of this knowledge to another discipline. Bachelor of Arts programs in Computer Science vary somewhat in their implementation, but there are some common traits that distinguish the BA from the Bachelor of Science (BS): the opportunity afforded by the BA to develop interdisciplinary knowledge, perhaps formalized in a concentration or minor; an embedding of the program in a liberal arts curriculum, rather than an engineering curriculum, with an associated reduction in math/science requirements; a reduction in the number of Computer Science courses taken (often the courses that require the extra mathematics required of a BS degree), in order to allow the freedom to focus on a complementary discipline, and an associated increase in interdisciplinary courses.

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

Mode of Delivery: The program will be delivered by the same conventional lecture-based instruction as the existing Bachelor of Science in Computer and Information Sciences.

Similar Programs: There are currently several Bachelor of Science programs located at CIP 11.0101, Computer and Information Sciences. However, there are no BA programs with the same program title at that CIP code.

Collaboration: There are no plans for collaboration since there are no other similar programs available in the Academic Program Inventory at this time.

Resources: The proposal projected that a total of \$186,600 in estimated new funds will be required to support the proposed program. A projected total of \$1,631,320 will be available from tuition.

Public Review: The program was posted on the Commission website from March 28 until April 18 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The BA in Computer Science, as a companion to the Bachelor of Science (BS) degree in Computer and Information Science, has flourished across the country to address the need for computer scientists trained for interdisciplinary work. Clemson, Florida State, Mississippi, Rice, Brown, Colorado, Cornell, Illinois, Indiana, Massachusetts, Missouri, UC Berkeley, UCSD, Wayne State, Wisconsin, and many other universities now all offer both a BA and a BS degree in Computer Science.
2. Along with the need for computer scientists with interdisciplinary skills, another reason for this demand is the constriction in supply due to the heavy math and science requirements of the BS in Computer Science.

DECISION ITEM B-13: University of Alabama at Birmingham, Bachelor of Arts in Computer and Information Sciences (CIP 11.0101)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts in Computer and Information Sciences.

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

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by June 10, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 14, based on the proposal.
2. That the annual average number of graduates for the period 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 continuing in related graduate work.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2021.

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 Alabama at Birmingham program proposal, received February 5, 2016. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

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

INSTITUTION University of Alabama at Birmingham

PROGRAM Bachelor of Arts in Computer and Information Sciences (CIP 11.0101)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$62,200	\$62,200	\$62,200	\$186,600
TOTAL	\$0	\$0	\$62,200	\$62,200	\$62,200	\$186,600

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	\$95,960	\$201,516	\$316,668	\$441,416	\$575,760	\$1,631,320
TOTAL	\$95,960	\$201,516	\$316,668	\$441,416	\$575,760	\$1,631,320

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	21	33	46	60	34
NEW ENROLLMENT HEADCOUNT	10	15	15	15	15	14 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	8	8	8	8

Attachment 2

Summary of Background Information

Bachelor of Arts in Computer and Information Sciences
University of Alabama at Birmingham

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

Program Objective: The Bachelor of Arts (BA) in Computer and Information Sciences is designed for students interested in combining a broad-based liberal arts education with a strong foundation in Computer Science, and for the application of this knowledge to another discipline. Bachelor of Arts programs in Computer Science vary somewhat in their implementation, but there are some common traits that distinguish the BA from the Bachelor of Science (BS): the opportunity afforded by the BA to develop interdisciplinary knowledge, perhaps formalized in a concentration or minor; an embedding of the program in a liberal arts curriculum, rather than an engineering curriculum, with an associated reduction in math/science requirements; a reduction in the number of Computer Science courses taken (often the courses that require the extra mathematics required of a BS degree), in order to allow the freedom to focus on a complementary discipline, and an associated increase in interdisciplinary courses.

According to the proposal, student learning outcomes will be assessed by:

1. An ability to apply Computer Science principles in an interdisciplinary environment.
2. An ability to apply knowledge of computing appropriate to the discipline.
3. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
4. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
5. An ability to function effectively on teams to accomplish a common goal.
6. An understanding of professional, ethical, legal, security and social issues, and responsibilities.

Administration: The program will be administered by the College of Arts and Sciences, Dr. Robert E. Palazzo, Dean; and the Department of Computer and Information Sciences, Dr. Yuliang Zheng, Director.

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 the program proposal.

Accreditation: According to the proposal, one of the common characteristics of BA degrees in Computer and Information Science across the country is that none of the programs are accredited. Accreditation of a BA program in Computer and Information Science requires the high math/science requirements of the BS, as well as more theoretical computer science.

Curriculum: No new courses have been developed for the program.

Credit hours required in major courses:	36 semester hours
Credit hours required in minor:	26
Credit hours required in general education:	41
Credit hours required in free electives:	17
Total hours for completion:	120

The proposed program will be offered by the Department of Computer and Information Sciences (CIS) in close collaboration with other departments in science, arts, and humanities within the College of Arts and Sciences. Since a minor is required, along with the core liberal arts courses of a BA, students will take a significant number of courses in another discipline. The senior capstone course will also enable interdisciplinary collaborations among students and faculty members in the CIS department and other departments at UAB.

Collaboration: There are no plans for collaboration since there are no other similar programs available in the Academic Program Inventory at this time.

Distance Education: The program will be delivered by the same conventional lecture-based instruction as the existing Bachelor of Science in Computer and Information Sciences.

Admissions: According to the proposal, general admission requirements for students applying to any major at UAB will apply. Students transferring into the proposed program will require a GPA of 2.0 or better, and a GPA of 2.0 or better in any UAB CIS course taken.

Need: A major reason for the national growth in the BA in Computer and Information Sciences is that the demand for computer scientists far outstrips the supply, and this need is certainly present in Alabama as well. The Bureau of Labor Statistics predicts job growth of 344,000 by 2022 and demand is already high. Along with the need for computer scientists with interdisciplinary skills, another reason for this demand is the constriction in supply due to the heavy math and science requirements of the BS in Computer Science. This has limited both enrollments and graduations, nationally, in Alabama, and at UAB. Moreover, although computer science originally arose from mathematics, the present state of computer science is largely orthogonal from mathematics in some of its disciplines. This is especially true of interdisciplinary aspects of computer science that overlap with the arts and humanities. The BA in Computer and Information Sciences is a natural solution to this problem, with its reduced math and science requirements, and their replacement with a minor in order to develop interdisciplinary skills.

Despite the increasing popularity of the BA degree nationally, and its need in Alabama, there are no BA programs in Computer Science in Alabama. The lack of BA degrees in Computer Science is likely due to the fact that Computer Science departments in Alabama tend to be either in Colleges of Engineering or in 2-year colleges, according to the proposal.

Student Demand: A survey of undergraduate interest at UAB reveals a considerable interest in the proposed program. When 34 UAB freshmen were asked whether they would select the BA in Computer and Information Sciences as their major, 62 percent answered yes or maybe. Among students whose present major was undecided or in the liberal arts, 81 percent answered yes or maybe, and 45 percent answered yes.

Resources:

Faculty:
Current Primary Faculty—
Full-time: 11
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

Equipment: It is not anticipated that any new or additional special equipment will be required for the program.

Facilities: It is not anticipated that any new facilities will be required.

Library: According to the proposal, there is sufficient library resources to support the proposed program.

Program Budget: The proposal projected that a total of \$186,600 in estimated new funds will be required to support the proposed program. A projected total of \$1,631,320 will be available from tuition.

Attachment 3

**The University of Alabama at Birmingham
 Bachelor of Arts in Computer and Information Sciences**

**Bachelor of Arts in Computer and Information Sciences
 Curriculum and Four-Year Plan of Study**

Curriculum

	COURSE	HOURS
	CORE CIS	
	CS 101 Introduction to Computation	4
	CS 202 Object-Oriented Programming	4
	CS 250 Discrete Structures	3
	CS 303 Algorithms and Data Structures	4
	CS 330 Comp Org and Assembly Language Prog	3
	CS 420 Software Engineering OR CS 433 Operating Systems	3
	CS 499 CIS Capstone	3
	TOTAL CORE CIS	24
	ELECTIVE CIS	
	4 courses at the 300 or 400 level	12
	TOTAL CIS	36
	MINOR	15-26
	CAS CORE CURRICULUM	
	Area I: Written Composition	6
	Area II: Humanities and Fine Arts	12
	Area III: Natural Sciences and Mathematics	11
	Area IV: History, Social, and Behavioral Sciences	12
	TOTAL CORE CURRICULUM FOR CAS	41
	MA125 Calculus I (may be taken as part of Area III core)	-
	GENERAL ELECTIVES	17-28
	TOTAL HOURS	120

A minimum grade of C is required in all CS courses counted towards the degree, in all courses of the concentration, and in MA125. CS courses taken at another institution for which a grade of D was received cannot be counted toward the major or the minor. At least 12 semester hours of CS courses at the 300 level or above must be taken at UAB. A maximum of 3 semester hours credit may be obtained in CS399 and CS496. Any UAB minor may be used to fulfill the minor requirement. If a student completes a double major, the minor requirement is waived.

DECISION ITEM B-14 : University of Alabama at Birmingham, Bachelor of Science in Immunology (CIP 26.0507)

EXECUTIVE SUMMARY

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

Program Objective: The primary focus of the Bachelor of Science in Immunology will be to prepare graduates for careers in the field of Immunology, which is the study of the immune system (i.e. the cells, organs and tissues of the immune system that regulate hematopoiesis, the ability of the system to discriminate self from non-self and the immune response against infectious organisms). The science of Immunology encompasses the study of both normal processes and pathophysiological processes that cause disease. Normal processes include the host response to microbial pathogens, vaccines and cancer, which confer "immunity" to the host.

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

Mode of Delivery: Distance education technology will not be used in the delivery of the proposed program because students will be expected to complete an intensive research-based experience with the intended training and preparation required to become certified to work in a research laboratory.

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

Collaboration: There are no plans for collaboration, since there are no other similar programs available in the state at this time.

Resources: The proposal projected that a total of \$0 in estimated new funds will be required to support the proposed program. A projected total of \$2,675,000 will be available through internal reallocations, extramural funds, and tuition.

Public Review: The program was posted on the Commission website from March 28 until April 18 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. A central mission of the proposed Immunology program will be to provide undergraduate students with the opportunity to conduct research in state-of-the-art laboratories under the direction of research mentors to learn the latest experimental methods in Immunology and host defense, as well as training in the scientific method, analysis of data, and scientific communication, including oral presentation and writing.
2. Undergraduate programs with a focus on the study of Immunology and infectious diseases as it relates to emerging infectious diseases, global health, host defense, and immunological diseases number less than 5 at the national level.

DECISION ITEM B-14: University of Alabama at Birmingham, Bachelor of Science in Immunology (CIP 26.0507)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

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

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by June 10, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 14, based on the proposal.
2. That the annual average number of graduates for the period 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 continuing in related graduate work.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2021.

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 Alabama at Birmingham program proposal, received February 5, 2016. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

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

INSTITUTION University of Alabama at Birmingham

PROGRAM Bachelor of Science in Immunology (CIP 26.0507)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000	\$800,000
EXTRAMURAL	\$55,000	\$83,000	\$83,000	\$83,000	\$83,000	\$387,000
TUITION	\$96,000	\$230,000	\$336,000	\$413,000	\$413,000	\$1,488,000
TOTAL	\$311,000	\$473,000	\$579,000	\$656,000	\$656,000	\$2,675,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	24	35	43	43	31
NEW ENROLLMENT HEADCOUNT	10	15	15	15	15	14
						3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	3	6	14	8

Attachment 2

Summary of Background Information

Bachelor of Science in Immunology
University of Alabama at Birmingham

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

Program Objective: The primary focus of the Bachelor of Science in Immunology will be to prepare graduates for careers in the field of Immunology, which is the study of the immune system (i.e. the cells, organs and tissues of the immune system that regulate hematopoiesis, the ability of the system to discriminate self from non-self and the immune response against infectious organisms). The science of Immunology encompasses the study of both normal processes and pathophysiological processes that cause disease. Normal processes include the host response to microbial pathogens, vaccines and cancer, which confer "immunity" to the host.

According to the proposal, the five interrelated objectives of the program are:

1. To attract highly qualified and talented students to UAB who are interested in studying microbial pathogens, including their physiology, transmission and interaction with the host immune system, and immunology as it relates to host defense against a range of microbial pathogens or cancer, as well as disorders of the immune system.
2. To create a dynamic, cutting-edge undergraduate major that will include an emphasis on critical thinking skills and the development of excellent oral and written communication skills, which will be fostered through the core curriculum of the major, thereby contributing to the overall mission of undergraduate education at the university.
3. To provide an opportunity for students to participate in laboratory research and for those interested in an honors track to complete a research thesis as part of the overall educational experience. The objective of exposing students to research will be to foster the development of a fundamental appreciation of the scientific method as it pertains to basic, translational or clinical research, and to allow them the opportunity to acquire both theoretical knowledge and technical skills used in Immunology and infectious diseases research as it relates to host defense, global health, and disorders of the immune system.
4. To provide interested undergraduate Immunology majors an opportunity to either work in community settings throughout Alabama or to travel abroad to UAB affiliated research centers to gain a fundamental understanding of important issues in community and global health, and the unique challenges associated with performing research and providing health care in underserved areas within Alabama or in other countries.
5. To provide a program for UAB undergraduates that allows them to become active participants in the infectious diseases and Immunology communities, and to establish UAB as a preeminent institution for training in infectious diseases and Immunology, which are fundamental areas of biomedical science that touch upon a wide range of normal and pathophysiological processes that affect human health, thereby fostering the ability of graduates to successfully pursue career goals in the health related professions and research.

Undergraduate students graduating with a BS degree in Immunology will be able to:

1. Demonstrate and apply an integrated knowledge of microbial pathogens, including their physiology, transmission and interaction with the host immune system, and Immunology as it relates to host defense against a range of microbial pathogens or cancer, as well as disorders of the immune system;

2. Demonstrate knowledge of all basic principles of genetics, molecular, and cellular biology;
3. Apply, evaluate, analyze, as well as compare data and scientific information using critical thinking skills and scientific inquiry;
4. Communicate scientific information effectively (written and oral skills);
5. Participate in laboratory research, demonstrate the acquisition of both theoretical knowledge and technical skills used in Immunology and infectious diseases research as it relates to host defense, global health and disorders of the immune system, and develop a fundamental appreciation of the scientific method as it pertains to basic, translational or clinical research;
6. Understand and be sensitive to important issues in community and global health; and
7. Serve as active participants in the infectious diseases and Immunology communities, and pursue career goals in the health related professions and research.

Administration: The program will be administered by the School of Medicine and College of Arts and Sciences, Dr. Selwyn Vickers and Dr. Robert Palazzo, Deans; and the Department of Microbiology and Biology, Dr. Louis Justement and Dr. Vithal Ghanta, Directors.

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 the program proposal.

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

Curriculum: Newly developed courses for the program are: Foundations in Immunology: (Module 1) The Innate Immune System; Foundations in Immunology (Module II): The Adaptive Immune System; Foundations in Immunology (Module III): Microbial Pathogen-Immune System Interaction; Foundations in Immunology (Module IV): Immunologically Mediated Diseases; Current topics in Immunology; and Seminar in Immunology Research.

Credit hours required in program core:	67 semester hours
Credit hours required in general education:	30
Credit hours required in free electives:	25
Total hours for completion:	122

The Undergraduate Research requirement for the Immunology BS includes one semester of Capstone Honors Research, (3 hours) and three semesters (9 hours) Non-Thesis or Thesis Undergraduate Research, or four semesters (12 hours) of Undergraduate Research, if a student fulfills their Capstone Experience.

Collaboration: There are no plans for collaboration, since there are no other similar programs available in the state at this time.

Distance Education: Distance education technology will not be used in the delivery of the proposed program because students will be expected to complete an intensive research-based experience with the intended training and preparation required to become certified to work in a research laboratory.

Admissions: According to the proposal, because the Immunology program is a new major that will be housed in existing departments, it has been decided to initially admit only 10 students. This number was chosen to insure that the senior year immunology classes would remain small and to ensure one-on-one interaction with faculty. Students will be admitted to the program as incoming freshmen or sophomores. It is anticipated that by the second year of operation and

advertising, competition for the 15 openings will be keen. Students will be chosen on the basis of prior academic performance, an essay explaining the student's interest in Immunology and in the program, and a phone interview. The Program Steering Committee will review applications. For incoming freshmen, UAB admission requirements must be met, with additional course and academic requirements. Because grades and test scores are not the only indicators of potential and because secondary schools vary in courses offered, students who meet the minimum requirements will also be evaluated in terms of individual accomplishments.

High school students may apply to the proposed Immunology program at the time that they apply to UAB. Alternatively, students will be eligible to apply to the program after they have been admitted to UAB. Current UAB freshmen and transfer students may apply at the end of the freshman year, given that they have completed a core curriculum that is compatible with the major, with priority given to enrolled UAB students. In addition to the UAB admission requirements, applicants are expected to have had sound, basic preparation in several disciplines: four years of English experience, four years of social studies, two years of foreign language, three-four years of mathematics, and three-four years of science.

Need: Undergraduate programs with a focus on the study of Immunology and infectious diseases as it relates to emerging infectious diseases, global health, host defense, and immunological diseases number less than five at the national level. This fact notwithstanding, there is a clear and present need to engage undergraduate students in the active study of Immunology and infectious diseases. Understanding the immune system at the molecular, cellular and physiological level is fundamental to addressing a wide range of medically relevant problems that have a major impact in terms of morbidity and mortality, not just in the United States and Alabama, but globally. Training students in the discipline of infectious diseases with an emphasis on the physiology, transmission and pathogenic mechanisms of microbial pathogens will enable them to take a leading role in developing new treatments, monitoring disease evolution and transmission, and improving local and global health.

Student Demand: A survey was generated and distributed to undergraduate students, inclusive of freshmen to seniors, who are majoring in biology, chemistry, psychology, public health and health professions, as well as students in the Honors College to gauge the level of interest in an Immunology major, if it was available.

The results from the survey indicate a strong interest on the part of undergraduates in the proposed Immunology program and associated research opportunities. In particular, all undergraduates expressed a significant interest in learning more about the immune system, including its role in health and disease, global health and emerging infectious disease, and therapeutic manipulation of the immune system to treat or prevent disease (on a scale of 1-5 with 5 indicating very interested and 1 indicating not at all interested). With respect to undergraduates' interest in a new Immunology major, there was once again significant interest on the part of freshmen and upper classmen using the same 5-point scale. Importantly, these values represent averages and within each group there were a significant number of individuals who exhibited a high level of enthusiasm for the new major. For the freshman class 31/83 (37 percent) total responses ranked their interest in the new major as 4-5 and for upper classmen 73/143 (51 percent) total responses were ranked 4-5. With respect to the research component associated with the new major, there was once again strong interest expressed by all respondents. Based on the survey, it is clear that there is strong interest in the undergraduate Immunology major, and therefore it should be possible to recruit existing and new undergraduates to the program once it has been approved.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 30

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: The available support staff for the proposed program includes the Department of Microbiology Media Coordinator, and an academic advisor assigned through the College of Arts and Sciences. No other support staff will be required for the program.

Equipment: It is not anticipated that any new or additional special equipment will be required for the program.

Facilities: It is not anticipated that any new facilities will be required. The current facilities include the Research Mentors' laboratories in various departments throughout the School of Medicine.

Library: According to the proposal, there is sufficient library resources to support the proposed program.

Program Budget: The proposal projected that a total of \$0 in estimated new funds will be required to support the proposed program. A projected total of \$2,675,000 will be available through internal reallocations, extramural funds, and tuition.

Attachment 3

**The University of Alabama at Birmingham
 Bachelor of Science in Immunology**

FRESHMAN YEAR

Fall Semester		Credits: 15
MA 125	Calculus I	4
CH 115/116	General Chemistry I & Laboratory	4
EH 101	English Composition I	3
CAS 112	Freshman Experience	1
-----	Core Area II or IV	3

Spring Semester		Credits: 15
BY 123	Introductory Biology I & Laboratory	4
CH 117/118	General Chemistry II & Laboratory	4
EH 102	English Composition II	3
-----	Core Area II or IV	3
MIC XXX	Current Topics in Immunology	1

SOPHOMORE YEAR

Fall Semester		Credits: 16
CH 235/236	Organic chemistry I & Laboratory	4
BY 124	Introductory Biology II & Laboratory	4
PH 201	College Physics I & Laboratory	4
BY 210	Genetics	3
MIC XXX	Seminar in Immunology	1

Spring Semester		Credits: 15
CH 237/238	Organic chemistry II & Laboratory	4
PH 202	College Physics II & Laboratory	4
BY 330	Cell Biology	3
-----	Core Area II or IV	3
MIC XXX	Seminar in Immunology	1

JUNIOR YEAR

Fall Semester		Credits: 16
BY 311	Molecular Genetics	3
BY 271	Biology of Microorganisms & Laboratory	4
-----	Core Area II or IV	3
BY 440	Basic Immunology (overview)	3
BY 494	Undergraduate Research	3

Spring Semester		Credits: 15
BY 434	Functional Genomics & Systems Biology	3

DECISION ITEM B-15: Athens State University, Bachelor of Science in Information Technology (CIP 11.0103)

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 Information Technology program is designed to bridge the gap between computer science and management information systems. The proposed program emphasizes knowledge-based computer and information technology, traditional computer science concepts, and more practical topics including programming, applications, networking, systems administration and the management of a variety of computing environments.

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

Mode of Delivery: The proposed program will use multiple course delivery methods, which include distance learning, blended courses, traditional courses, and hybrid courses. Approximately 60 percent of the program will be offered online.

Similar Programs: The University of South Alabama has the only other Bachelor of Science in Information Technology located at CIP 11.0103.

Collaboration: There are no plans to collaborate with other institutions.

Resources: A total of \$0 in estimated new funds will be needed for the program over the first five years. A total of \$2,529,296 will be available through tuition.

Public Review: The program was posted on the Commission website from March 28 until April 18 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Career and College Readiness/Preparation projects that 2,700 jobs will be available locally in ATSU's service area, with 5,620 positions available in the state over the next five years.
2. The skill sets required by industry for IT Professionals are evolving towards a greater need for technical skills. IT organizations are seeking new hires capable of filling "devops" (developer-operations) positions that require strong technical skills and an understanding of underlying business needs.

DECISION ITEM B-15: Athens State University, Bachelor of Science in Information Technology (CIP 11.0103)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

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

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by June 10, 2018, 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 2017-18, will be at least 20, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2021-22 (five-year average) will be at least 20, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Athens State University (ATSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2022.

- 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 March 18, 2016. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Athens State University

PROGRAM Bachelor of Science in Information Technology (CIP 11.0103)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	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

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$505,252	\$519,816	\$499,466	\$493,680	\$511,082	\$2,529,296
FEES	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$505,252	\$519,816	\$499,466	\$493,680	\$511,082	\$2,529,296

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	133	136	133	130	133	133
NEW ENROLLMENT HEADCOUNT	20	20	20	20	20	20
DEGREE COMPLETION PROJECTIONS	20	21	20	20	19	20

Attachment 2

Summary of Background Information

Bachelor of Science in Information Technology
Athens State University

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

Program Description: The proposed Information Technology program is designed to bridge the gap between computer science and management information systems. The proposed program emphasizes knowledge-based computer and information technology, traditional computer science concepts, and more practical topics including programming, applications, networking, systems administration and the management of a variety of computing environments.

Student learning outcomes will be based on:

- 1) **Technical Understanding of Information Technology:** Upon graduation, students will be prepared to enter the workforce as an entry-level information technology specialist and be recognized by their peers and superiors for their technical skills in the field.
- 2) **Familiarity with common themes and principles:** Upon graduation, students will be able to use current techniques, skills, and tools to analyze a problem and design, implement, and evaluate a computer-based system, process, component, or program capable of solving said problem.
- 3) **Appreciation of the interplay between theory and practice:** Upon graduation, students will have gained a solid foundation in the fundamental areas of information technology and computer science: algorithms, systems, and software.
- 4) **System-level perspective and problem-solving skills:** Upon graduation, students will demonstrate the ability to recognize the context in which a computer system may function including how such a system may interact with people and the physical world. Students will demonstrate an appreciation for the structure of computer systems and the processes involved in their construction and analysis.
- 5) **Communication and organizational skills:** Upon graduation, students will show they can successfully apply the knowledge they have gained through participation in an integrative project of substantial size and scope. This project will reveal the student's interpersonal communication skills and ability to work effectively as a member of an integrated cross-functional team.
- 6) **Commitment to life-long learning and professional responsibility:** Upon graduation, students will demonstrate an understanding of the impact of computers and computing in society and demonstrate an awareness of the key ethical issues affecting information technology and their responsibilities as information technology professionals.

Administration: The program will be administered by the Department of Mathematical, Computer, and Natural Sciences (Dr. Ronald Merritt, Chairperson) in the College of Arts and Sciences (Dr. Ron Fritze, Dean).

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

Accreditation: Discipline-specific accreditation for programs in Information Technology is provided by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). It is the University's intent to seek initial accreditation for this program in ABET's AY18-19 accreditation cycle.

Curriculum: No new courses will be added to the program.

Program Completion Requirements

Credit hours required in major: 42 semester hours (sh)
Credit hours required in minor: 18 sh
Credit hours in general education: 60-63 sh
Credit hours in required in free electives: n/a
Credit hours in concentration: n/a
Total credit hours required for completion: 120-123 sh

Collaboration: There are no plans to collaborate with other institutions.

Distance Education: The proposed program will use multiple course delivery methods, which include distance learning, blended courses, traditional courses, and hybrid courses. Approximately 60 percent of the program will be offered online.

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

A student who has completed a minimum of freshman and sophomore years at a regionally accredited four-year institution may be admitted to Athens State University with a 2.0 grade point average on a 4.0 scale. A student from a regionally accredited technical college/institute may be admitted as a degree-seeking student provided he or she has completed a technical program and has received a degree, diploma, or certificate.

Need: According to ATSU officials, it is projected that demand for IT professional will increase over the next five years in the local region, the state, and nationally.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	540	540	540	540	540	2700
State	1124	1124	1124	1124	1124	5620
SREB						
Nation	48440	48440	48440	48440	48440	242400

The skill sets required by industry for IT professionals are evolving towards a greater need for technical skills. IT organizations are seeking new hires capable of filling "devops" (developer-operations) positions that require strong technical skills and an understanding of underlying business needs. The structure of the proposed program better positions ATSU to provide students to meet those industry requirements.

Student Demand: According to the proposal, enrollment projections for the proposed program were computed using actual Part-Time and Full-Time student headcounts for past five years of the Computer Information Systems (CIS) and Computer Networking (CN) degree options in the ATSU Computer Science program. The proposed program is replacing the CIS option and incorporating the CN option. The projected enrollment is computed as a rolling average of the past five years of enrollment data as reported in the 2015 edition of the Athens State University Fact Book.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 4

Part-time: 2

Current Support Faculty—

Full-time: 2

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Equipment: No new equipment will be required.

Facilities: No new facilities are required.

Library: According to the proposal, ATSU's library resources are sufficient.

Program Budget: A total of \$0 in estimated new funds will be needed for the program over the first five years. A total of \$2,529,296 will be available through tuition.

Attachment 3

**Athens State University
 Bachelor of Science in Information Technology**

1	APPLICABLE GENERAL UNIVERSITY REQUIREMENTS	See "▶" above and <u>Catalog</u>
2	GENERAL EDUCATION REQUIREMENTS AND PRE-PROFESSIONAL REQUIREMENTS	
	I. Written Composition	6 semester hours
	II. Humanities/Fine Arts (12 semester hours)	
	At least one fine arts course	3 semester hours
	At least one literature course*	3 semester hours
	Other Humanities/Fine Arts courses	6 semester hours
	III. Mathematics and Natural Sciences (11 semester hours)	
	Precalculus Algebra or higher mathematics course	3 semester hours
	Natural Sciences (lab based).....	8 semester hours
	IV. History/Behavioral and Social Sciences (12 semester hours)	
	At least one history course*	3 semester hours
	Economics (ECO 231 Principles of Economics)	3 semester hours
	Other History/Behavioral or Social Science courses	6 semester hours
	*Students must complete a 6 hour sequence in either Literature (Area II) or History (Area IV).	
	TOTAL GENERAL EDUCATION REQUIREMENTS	41 SEMESTER HOURS
3.	MAJOR PREREQUISITE (PRE-PROFESSIONAL) COURSE REQUIREMENTS (AREA V)	
	Business Calculus.....	3 semester hours
	Principles of Accounting	3 semester hours
	Statistical Methods of Business I	3 semester hours
	Microcomputer Applications.....	3 semester hours
	CIS 209 Advanced Web Development <u>or</u> CS 380 Programming for the Web	3 semester hours
	Computer Programming Course (any language).....	3 semester hours
	HU 321 Research Sources and Skills.....	1 semester hour
	Computer Science I or Sufficient score on placement exam.....	0-3 semester hours
	TOTAL MAJOR PREREQUISITE REQUIREMENT HOURS	19-22 SEMESTER HOURS
	TOTAL GENERAL EDUCATION AND MAJOR PREREQUISITE REQUIREMENT HOURS	60-63 SEMESTER HOURS

4. **PROFESSIONAL COURSES:**

Fundamentals of Computer Science

MA 308 Discrete Mathematics.....	3 semester hours
CS 318 Computer Science II	3 semester hours
CS 372 Data Structures	3 semester hours
CS 309 Introduction to Digital Logic Design.....	3 semester hours
CS 309L Digital Design Lab.....	1 semester hour
CS 310 Professional Ethics of Computing	1 semester hour

Information Technology Core

ITE 321 Systems Analysis and Design.....	3 semester hours
ITE 365 Visual Application Development.....	3 semester hours
ITE 440 Database Systems	3 semester hours
ITE 441 System Architecture and Analysis	3 semester hours
ITE 450 Human-Computer Interaction	3 semester hours

Capstone Experience

ITE 451 Software Engineering.....	3 semester hours
ITE 452 Senior Software Engineering Proj.....	3 semester hours
ITE 452L Senior Software Eng Proj Lab.....	1 semester hour

Upper Level 300/400 Information Technology or Computer Science Electives* 6 semester hours

*Any Information Technology (ITE) , Computer Science (CS), or Computer Networking(CN) course to be used as an upper level Computer Science elective must have prior approval of the student's Faculty Advisor.

TOTAL PROFESSIONAL HOURS 42 SEMESTER HOURS

5. The Information Technology major must complete a minimum of 24 semester hours of upper division 300/400 level coursework in Information Technology, Computer Science (CS), or Computer Networking (CN) at ATSU. At least 6 semester hours of ITE, CS, or CN electives must be completed at Athens State University.

6. Minor required.....18 Semester Hours

8. **TOTAL MINIMUM HOURS FOR GRADUATION.....120-123 SEMESTER HOURS**

9. **Exit Examination:** An exit exam is required for graduation. The departmental exit exam shall be taken while enrolled in CS 452.

DECISION ITEM B-16: Athens State University, Bachelor of Science in Education 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 Description: The Bachelor of Science in Education (BSEd) in Educational Studies is designed to develop professional educators and leaders for education-related jobs that require foundation skills and fundamental pedagogical practices, but do not require teacher certification. The proposed program will provide the flexibility to pursue careers in a variety of education-related occupations, while responding to national, regional, state, and local employment trends. Furthermore, graduates of this program will have the necessary knowledge base and skills to successfully pursue a master's degree in education and a wide range of other graduate and professional degree options.

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

Mode of Delivery: According to the proposal, approximately 40 percent of the program will be offered via distance education technologies. The University will use these technologies to support both synchronous and asynchronous course content delivery that extends the flexibility and value of the online instruction delivery model, while maintaining a high level of quality and enhancing the student learning experience.

Similar Programs: The University of South Alabama has the following similar programs located at CIP 13.9999: Bachelor of Science in Educational Studies; and Bachelor of Science in Instructional Design & Performance Improvement.

Collaboration: ATSU is open to future collaboration with institutions that would build on the strengths of ATSU and the partner institution.

Resources: A total of \$22,000 in estimated new funds will be needed for the program over the first five years. A total of \$310,046 will be available through tuition.

Public Review: The program was posted on the Commission website from March 28 until April 18 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Students who complete the proposed program will be prepared to meet the needs of charter schools, which are forthcoming as a result of the 2015 School Choice and Student Opportunity Act that made Alabama the 43rd state to allow charter schools.
2. This degree will provide students with foundational knowledge and fundamental pedagogical skills that will prepare them for work in alternative educational environments as well as in businesses and other organizations throughout the state, such as non-profits, community and recreational and human resource programs.

DECISION ITEM B-16: Athens State University, Bachelor of Science in Education 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 Education (BSEd) in Educational Studies.

The program will have concentrations in Career and Technical Education; Collaborative Education; Early Childhood Education; Elementary Education; English Language Learners; Health; Instructional Design; and Physical Education. Consistent with Commission policy and operational definitions, these concentrations will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

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

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by June 10, 2018, 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 8, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2020-21 (four-year average) will be at least 10, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Athens State University (ATSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2021.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 10, 2016

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 March 18, 2016. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Athens State University

PROGRAM Bachelor of Science in Education in Educational Studies (CIP 13.9999)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2016-17	2017-18	2018-19	2019-20	2020-21	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	\$3,500	\$4,000	\$4,500	\$5,000	\$5,000	\$22,000
TOTAL	\$3,500	\$4,000	\$4,500	\$5,000	\$5,000	\$22,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2016-17	2017-18	2018-19	2019-20	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$22,154	\$36,014	\$69,190	\$85,778	\$96,910	\$310,046
FEES	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$22,154	\$36,014	\$69,190	\$85,778	\$96,910	\$310,046

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	5	8	16	20	22	14
NEW ENROLLMENT HEADCOUNT	5	5	9	10	13	8
DEGREE COMPLETION PROJECTIONS	0	3	10	11	15	10
						4-YEAR AVERAGE

Attachment 2

Summary of Background Information

Bachelor of Science in Education in Educational Studies
Athens State University

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

Program Description: The Bachelor of Science in Education (BSEd) in Educational Studies is designed to develop professional educators and leaders for education-related jobs that require foundation skills and fundamental pedagogical practices, but do not require teacher certification. The proposed program will provide the flexibility to pursue careers in a variety of education-related occupations, while responding to national, regional, state, and local employment trends. Furthermore, graduates of this program will have the necessary knowledge base and skills to successfully pursue a master's degree in education and a wide range of other graduate and professional degree options.

Student learning outcomes associated with the program are as follows:

- Use knowledge of subject matter, teaching/training and learning and technology to facilitate experiences that advance student learning, creativity and innovation.
- Exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- Understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- Continuously improve their professional practice and model lifelong learning.
- Serve learners, colleagues, industries, and communities as facilitators and trainers.
- Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate tools and resources.
- Demonstrate effective writing, communication and presentation skills.

Administration: The program will be administered by the Department of Professional Studies (Dr. Wendy Cowan, Chairperson) in the College of Education (Dr. Patricia Sims, Dean).

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

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

Curriculum: One new course will be added for the proposed program: ED 484 Practicum in Educational Studies.

Program Completion Requirements

Credit hours required in major: 19 semester hours (sh)

Credit hours required in minor: 18 sh

Credit hours in general education: 41 sh

Credit hours in support courses: 19

Credit hours in required in free electives: 27 sh

Credit hours in concentration: n/a
Total credit hours required for completion: 124 sh

Collaboration: ATSU is open to future collaboration with institutions that would build on the strengths of ATSU and the partner institution.

Distance Education: According to the proposal, approximately 40 percent of the program will be offered via distance education technologies. The University will use these technologies to support both synchronous and asynchronous course content delivery that extends the flexibility and value of the online instruction delivery model, while maintaining a high level of quality and enhancing the student learning experience.

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

A student who has completed a minimum of freshman and sophomore years at a regionally accredited four-year institution may be admitted to ATSU with a 2.0 grade point average on a 4.0 scale. A student from a regionally accredited technical college/institute may be admitted as a degree-seeking student provided he or she has completed a technical program and has received a degree, diploma, or certificate.

Need: The College of Education at ATSU proposes to provide students in Alabama and more specifically in North Alabama, a degree option that prepares them for careers in educational settings that are outside of the traditional classroom. This degree will provide students with foundational knowledge and fundamental pedagogical skills that will prepare them for work in alternative educational environments as well as in businesses and other organizations throughout the state, such as non-profits, community and recreational, and human resource programs. Among those alternative educational environments is the increasing demand for organization-specific training programs resulting in a growing need for education professionals. Additionally, students who complete the proposed program will be prepared to meet the needs of charter schools, which are forthcoming as a result of the 2015 School Choice and Student Opportunity Act that made Alabama the 43rd state to allow charter schools.

Based on the legislation itself and an internal analysis of charter school data among the 16 member states in the SREB, the program estimates that during the next 5 years, there will be at least 50 established charter schools in Alabama enrolling approximately 25,799 students. Based on this estimate, the percent of charter schools to all public schools in Alabama will be 3.3 percent with a charter schools' enrollment to public schools' enrollment at 3.4 percent. These estimates are comparable to SREB data of 5.2 percent and 3.3 percent, respectively, and suggest the need for qualified education and administrative staff to meet the projected student enrollment in charter schools.

Student Demand: According to the proposal, the methodology used to project enrollment for the proposed program involved an interest survey. Assumptions generated by available data are:

- The Educational Studies Interest Survey applied to Calhoun Community College students, the top feeder school to ATSU and a major source of transfer students to the College of Education.
- Enrollment trends and students' quality ratings of degree programs in the College of Education.
- Data trends in labor market opportunities for a select list of education-related occupations with emphasis in Huntsville and Workforce Region 2, which includes, surrounding counties in North and Central Alabama.

Results from the Interest Survey show that 44.4 percent of respondents indicated some sort of interest in pursuing the proposed degree program at ATSU, ranging from very interested (22.2 percent) to somewhat interested (12.8 percent). Overall, close to a third of respondents indicated interest or high interest in pursuing this program. In regards to career considerations, twenty-two

percent of respondents indicated “entry into a new career” as the reason to pursue this degree, while 18 percent indicated a career change and/or advancement as the reason to pursue this degree. The program’s proposed instructional delivery formats is supportive of students’ preferences. Eighty-eight percent of respondents indicated some level of desirability for the “face-to-face” format, followed by 77 percent, and 58 percent indicating the same for the “hybrid” and “fully online” delivery formats, respectively. Among the 37 respondents indicating interest/high interest in pursuing the B.S. Ed. in Educational Studies, fifty-seven percent would like to start the program either immediately (14 percent) or next year (43 percent).

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 19

Part-time: 7

Current Support Faculty—

Full-time: 5

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

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

Equipment: No new equipment is required.

Facilities: No new facilities are required.

Library: According to the proposal, ATSU’s library collection in educational studies-related topics provides strong resources through books, e-books, databases and journals.

Program Budget: A total of \$22,000 in estimated new funds will be needed for the program over the first five years. A total of \$310,046 will be available through tuition.

Attachment 3

**Athens State University
 Bachelor of Science in Education in Educational Studies**

Course Number and Title		
General Education Requirements* *Specific course number as specified by the STARS agreement	41	
Area I - Written Composition (6 hours)		
English 101 and English 102	6	
Area II - Humanities/Fine Arts (12 hours)		
Fine arts course	3	
Speech (SPH 106, 107) course	3	
At least one literature course*	3	
Other courses in humanities or fine arts	3	
Area III - Mathematics and Natural Sciences (11 hours)		
Finite math or higher mathematics course	3	
Natural sciences (lab-based) (recommended courses are Biology and Physical Science courses that will help students prepare for the Elementary Multiple Subjects Praxis II test)	8	
Area IV - History/Behavioral and Social Sciences (12 hours)	12	
At least one history course*		
Other courses in history or behavioral/social science		
Area V – 100/200 Level Support (Pre-Professional) Courses (19 hours)		
Up to 19 hours of approved coursework in humanities, arts, mathematics, science, history, behavior/social science, physical activity, health, and/or education	19	
Major Courses (19 hours)	Hours	
ED 301 Introduction to Teaching or equivalent	1	
ED 302 Foundations of Education or equivalent	3	
ED 305 Technology and Media in Education or equivalent	3	
ED 322 Basic Principles of ELL Education or equivalent	3	
SE 301 Survey of Exceptional Learners or equivalent	3	
ED 484 Practicum in Educational Studies (new course)	6	*
Required Concentration Area Electives (27 hours)		
See concentration area courses in the following table	27	
Minor or Electives (18 hours)		
Educational Technology Minor Courses	18	
Early Childhood Minor Courses		
ELL Minor Courses		
Instructional Design Minor Courses		
Health Fitness Minor Courses		
*Other electives/minors as approved by the advisor		

DECISION ITEM C-1: University of West Alabama, Addition of Three Emphases in Sport Management; Exercise Science; and Athletic Training to the Existing MEd/MAT in Physical Education (CIP 13.1314)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: The University of West Alabama (UWA) currently has the MEd/MAT in Physical Education listed at CIP 13.1314 in the Commission's Academic Program Inventory. UWA has proposed the addition of three emphases in Sport Management; Exercise Science; and Athletic Training to the existing program.

The program with each proposed emphasis will require a total of 33 semester hours (sh):

Program Core	9 sh
Emphases	24 sh
Total	33 sh

The program core includes the following coursework: Techniques of Educational Research (3); Educational Statistics (3); Advanced Educational Psychology (3); or Life-Span Development and Learning.

The Exercise Science emphasis consists of:

Three hours from the following:

PE 509: Internship (3)

PE 599: Thesis in Physical Education (1-3)

Fifteen hours from the following:

PE 540: Techniques of Research in Physical Ed. (3)

PE 542: Sport and Exercise Nutrition (3)

PE 543: Kinesiology (3)

PE 544: Exercise Physiology (3)

PE 551: Exercise Testing and Prescription (3)

PE 570: Development of Strength & Conditioning Programs (3)

PE 572: Performance Enhancement Specialist (3)

PE 574: Corrective Exercise Specialist (3)

Elective hours in Physical Education: 6 hours in addition to the courses selected above to meet the desired emphasis.

The Athletic Training emphasis (Board of Certification or eligibility for certification is required for this emphasis) consists of:

Six hours from the following:

PE 575: Emergency Management of Athletic Injuries (1-3)

PE 576: Sports Medicine Seminar and Workshop (1-3)

Twelve hours from the following:

- PE 509: Internship (3)
- PE 510: Protective Techniques for Injuries (3)
- PE 542: Sport and Exercise Nutrition (3)
- PE 543: Kinesiology (3)
- PE 570: Development of Strength & Conditioning Programs (3)
- PE 572: Performance Enhancement Specialist (3)
- PE 574: Corrective Exercise Specialist (3)

Elective hours in Physical Education: 6 hours in addition to the courses selected above to meet the desired emphasis.

The Sport Management Emphasis consists of:

Twelve hours from the following:

- PE 532. Organization and Administration in Human Performance (3)
- PE 533 Athletic Administration Seminar (3)
- PE 534. Sport and Exercise Law (3)
- PE 565. Psychology and Sociology of Human Performance (3)

Six hours from the following:

- PE 509. Internship (3)
- PE 535. Accounting and Economics in Sports (3)
- PE 537. Sport Management and Marketing (3)
- PE 539. Sport Management Practicum (3)
- PE 540. Techniques of Research in Physical Education (3)
- PE 586. Intramural and Noncompetitive Activities (3)
- PE 598. Selected Topics in Physical Education (1-3)

Elective hours in Physical Education: 6 hours in addition to the courses selected above to meet the desired emphasis.

Budgetary Impact: There will be no additional costs associated with the proposed emphases.

Consistent with Commission policy and operational definitions, the emphases 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 emphases be approved as a reasonable extensions/alterations of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-2: University of South Alabama, Addition of a Concentration in Real Estate to the Existing BS in Economics and Finance (CIP 52.0801)

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 South Alabama (USA) currently has the Bachelor of Science (BS) in Economics and Finance at CIP 52.0801 in the Commission's Academic Program Inventory. USA has proposed the addition of a concentration in Real Estate to the existing program.

The program with the proposed concentration will require a total of 122 semester hours (sh):

General Education	62 sh
Program Core	33 sh
Concentration	18 sh
Electives	9 sh
Total	122 sh

The program core includes courses such as Information Systems and Technology; Business Finance; Management Theory & Practice; Organizational Communication; Operations Management; and Principles of Marketing.

The concentration will have coursework consisting of Economics of Urban Development; Principles of Insurance; Financial Statement Analysis; Investments; Directed Studies in Finance; Franchising; and Sales Management & Personal Selling.

According to information provided by USA, the real estate market within the Gulf Coast region has rebounded from the 2008-2009 financial crisis, and with the increase in production by companies such as Austal USA and others, as well as the recent opening of the Airbus manufacturing facility, the area's real estate market has experienced high growth.

Budgetary Impact: NONE.

Consistent with Commission policy and operational definitions, the concentration will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

The staff recommends that the proposed concentration be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-3: Troy University, Addition of a Concentration in Talent Development and Training to the Existing MSM in Management (CIP 52.0201)

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: Troy University (Troy) currently has the Master of Science in Management (MSM) in Management at CIP 52.0201 in the Commission's Academic Program Inventory. TROY has proposed the addition of a concentration in Talent and Development to the existing program.

The program with the concentration will require a total of 30 semester hours:

Program Core	21 (sh)
Proposed Option	9 (sh)
Total	30 (sh)

The program core contains the following seven courses worth three hours each: Survey of Business Concepts; Theories of Organizational Behavior; Ethical Leadership & Management in a Global Economy; Leading and Developing High Performance Teams; Leadership of Innovation and Change; Continuous Improvement; and Strategic Management.

Courses within the nine-hour concentration are: Human Resources Development; Workforce Planning & Staffing; and Talent Development.

Budgetary Impact: No additional funds are required.

According to the proposal, the proposed concentration will focus on effective management of human resources, leadership of individuals and team development, and workforce planning and staffing.

Consistent with Commission policy and operational definitions, the concentration will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

The staff recommends that the proposed concentration be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-4: Jacksonville State University, Addition of a Concentration in Entrepreneurship to the Existing BS in Management (CIP 52.0201)

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: Jacksonville State University (JSU) currently has the Bachelor of Science (BS) in Management listed at CIP 52.0201 in the Commission's Academic Program Inventory. JSU has proposed the addition of a concentration in Entrepreneurship to the existing program.

The program with the proposed concentration will require a total of 120 semester hours (sh):

General Education	63 sh
Concentration	9 sh
Program Core	12 sh
Business Admin Core	30 sh
Electives	6 sh
Total	120 sh

Courses in the program core will consist of: Dynamics of Organizations; Human Resource Management; Management Seminar; and a Management Elective.

Courses in the proposed concentration are: Entrepreneurship; Entrepreneurship Finance; Seminar in Entrepreneurship Service Learning; or Small Business Experience.

According to information submitted by JSU, the proposed concentration will give students an option for concentrating their studies toward the operation of their own business if that is their desire. It is expected that many students will find this valuable.

Budgetary Impact: No additional resources are required.

Consistent with Commission policy and operational definitions, the concentration will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

The staff recommends that the proposed concentration be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-5: Calhoun Community College, Addition of an Option in Industrial Energy Specialist to the Existing AAS in Advanced Manufacturing Technology (CIP 15.0613)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed option as a reasonable extension/alteration of an existing program.

Background: Calhoun Community College (CAL) currently has the Associate in Applied Science (AAS) in Advanced Manufacturing Technology at CIP 15.0613 in the Commission's Academic Program Inventory. CAL has proposed the addition of an option in Industrial Energy Specialist to the existing program.

The program with the proposed option will require a total of 73 semester hours (sh).

General Education	22 sh
Program core	18 sh
Option	33 sh
Total	73 sh

Courses required in the program core are: Industrial Safety; Precision Measurement; Intro to Thermal/Electrical Principles; Fluid Systems; Quality Control; and Intro to CAD for CIM.

Courses in the proposed option include: Business and Financial Management; Project Management in the Energy Industry; Professional Development & Business Communication; Industrial Energy Data Collection, Analysis and Reporting; and Energy Production Efficiency.

Budgetary Impact: NONE.

According to CAL officials, the option is in response to the need to advance Alabama's Industrial Energy efficiency.

Consistent with Commission policy and operational definitions, the option will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

The staff recommends that the proposed option be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

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

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

DECISION ITEM C-6: University of South Alabama, Addition of Concentrations in Pre-Professional and Health and Fitness to the Existing BS in Physical Education (CIP 13.1314)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: The University of South Alabama (USA) currently has the Bachelor of Science in (BS) in Physical Education at CIP 13.1314 in the Academic Program Inventory. USA proposes the addition of two concentrations in Pre-Professional and Health and Fitness to the program.

The program with the Pre-Professional or the Health and Fitness concentration will require a total of 120 semester hours (sh):

General Education	48 sh
Program Core	51 sh
Concentration	21 sh
Total	120 sh

The program core consists of courses such as Human Anatomy & Physiology I & II; First Aid; Nutrition & Hunger; Legal Issues in Sports & Recreation; Concepts of Health & Fitness; and Sport & Human Behavior.

Courses in the proposed Pre-Professional concentration are:

CH 131 & 131L: General Chemistry I – 4 hrs
CH 132 & 131L: General Chemistry II – 4 hrs
PH 114 & 114L: Physics w/Algebra Trig I – 5 hrs
PH 115 & 115L: Physics w/Algebra Trig II – 5 hrs
Elective 300-499: 3 hrs

Courses in the proposed Health and Fitness concentration are:

HS 262: Personal Health – 3 hrs
HS 362: Drug Education – 3 hrs
PE 201 Orientation to Health & Physical Ed. – 3hrs
PE 482 Apps in Sports Conditioning – 3 hrs
PE 495 Internship – 9 hrs

According to USA officials, the pre-professional concentration will provide the coursework and academic preparation necessary for graduate study in applied kinesiology, and clinical and research programs in exercise science and allied health programs such as physical therapy, occupational therapy, and athletic training. The health and fitness concentration will provide additional knowledge and the learning of practical and applied skills related to pre-participation health screenings, conducting and interpreting physical

fitness assessments, developing exercise prescriptions, and applying behavioral and motivational strategies for participants in exercise programs in health-fitness, sport, and commercial settings.

- **Budgetary Impact:** No additional resources will be needed.

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 two concentrations be approved as reasonable extensions/alterations of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-7: Auburn University, Alteration of the PhD and MS in Biomedical Sciences (CIP 51.2501)

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

Staff Recommendation: That the Commission approve the proposed alteration as a reasonable extension/alteration of an existing program.

Background: All changes in award nomenclature that involve doctoral level programs require Commission approval as substantive changes.

Auburn University (AU) currently has a Doctor of Philosophy and a Master of Science at CIP 51.2501 in the Commission's Academic Program Inventory. AU has proposed an alteration of the programs which entails, and is limited to, a CIP code change from CIP 51.2501 to 26.0102.

According to the National Center for Education Statistics CIP Code 51.2501 is defined as: Veterinary Sciences / Veterinary Clinical Sciences, General. An integrated program of study in one or more of the veterinary medical or clinical sciences or a program undifferentiated as to title.

CIP Code 26.0102 is defined as: Biomedical Sciences, General. A general, program that focuses on the integrative scientific study of biological issues related to health and medicine, or a program in one or more of the biomedical sciences that is undifferentiated as to title. Includes instruction in any of the basic medical sciences at the research level; biological science research in biomedical faculties; and general studies encompassing a variety of the biomedical disciplines.

Budgetary Impact: There is no impact at the institutional level; however, the change will have an effect on ACHE Standard calculations.

According to AU officials, the classification of these graduate programs as "veterinary" fails to reflect the breadth of the graduate programs in Biomedical Sciences at Auburn University and makes international graduate students ineligible to apply for visas reserved for those entering fields in Science, Technology, Engineering, and Mathematics (STEM-approved fields). The classification, "Biomedical Sciences, General (CIP 26.0102) more accurately describes the scope of Auburn's graduate programs in Biomedical Sciences. There is no change to the content or character of either the PhD or MS programs.

Supporting Documentation:

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

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

DECISION ITEM C-8: Auburn University, Alteration of the DVM in Veterinary Medicine (CIP 26.0102) in Order to Rescind a March 11, 2016 Action of the Commission

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

Staff Recommendation: That the Commission rescind Decision Item F-5 from its March 11, 2016 meeting entitled, "Alteration of the DVM in Veterinary Medicine (CIP 51.2401)".

Background: At the March 11, 2016 Commission meeting, Decision Item F-5 involved a request by Auburn University to change the CIP Code relating to programs appearing under CIP Code 51.2401 in the Academic Program Inventory to CIP Code 26.0102. Subsequent to that meeting, Auburn University officials informed ACHE that the CIP Code change request was the result of an error and that the request should not have been submitted to the Commission.

Upon approval of this staff recommendation, it should be understood that all reporting associated with the DVM program should be reported in the same manner (CIP Code 51.2401 and level) as they were prior to the March 11, 2016 action of the Commission.

Budgetary Impact: None.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM: C-9

Auburn University at Montgomery and Auburn University, Addition of Options in Nursing Informatics and Health Systems Leader to the Existing Joint MSN in Nursing (CIP 51.3801)

Staff Presenter:

Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed options as a reasonable extensions/alterations of an existing program.

Background:

Auburn University (AU) and Auburn University at Montgomery (AUM) currently have a Master of Science in Nursing (MSN) Joint Program at CIP 51.3801 in the Commission's Academic Program Inventory. AUM and AU have jointly proposed the addition of two options in Nursing Informatics and Health Systems Leader to the existing program.

The program with the proposed Nursing Informatics option will require a total of 44 semester hours (sh):

Program Core	24 sh
Electives	0 sh
Option	20 sh
Total	44 sh

The program core (24 sh) for both options includes courses in NURS 7346 Advanced Theory Formulation (3 sh); NURS 7326 Advanced Pharmacology (3 sh); NURS 7366 Evidence Based Practice I (2 sh); NURS 7246 Advanced Pathophysiology (3 sh); NURS 7116 Advanced Health and Physical Assessment (3 sh); NURS 7256 Healthcare Policy and Ethnicity (3 sh); NURS 7126 Quality Improvement and Process Management (3 sh); NURS 7376 Evidence Based Practice II (sh 2); and NURS 7946 Evidence Based Practice III (sh 2).

Courses in the proposed Nursing Informatics option are: NURS 6316 Nurse Informatics Role and Competencies (sh 3); NURS 6216 Advanced Healthcare Informatics (sh 3); NURS 6226 Strategy and Analysis of Organizational Process (sh 3); NURS 6326 Advanced Nursing Informatics (sh 3); and NURS 6336 Informatics Practicum (sh 8).

AUM and AU officials relate that graduates of the Nursing Informatics track will be involved in system implementation, user support patient safety, workflow analysis, integration of medical devices, and remote monitoring (telehealth). Nurse Informaticists hold positions within healthcare systems, business and industry, and academia. Technology is revolutionizing the manner in which health care is delivered. Clinicians and consumers are incorporating high-speed data networks, wireless solutions and handheld devices, and

other automated exchanges between organizations, clinicians, and patients into healthcare settings.

Nurses play a vital role in informatics since they are well prepared to integrate technology with healthcare given that they provide the greatest amount of direct patient contact. Nurse informaticists are leaders that help organizations achieve informatics goals and priorities. Informatics is the future of health care delivery making the field of nurse informatics valuable to a variety of stakeholders.

According to the 2015 Impact of the Informatics Nurse Survey conducted by Healthcare Information and Management Systems Society (HIMSS), informatics nurses are widely seen as bringing value to the use of clinical systems technologies at their health care organizations. This survey was conducted in all regions of the U.S. According to the American Medical Informatics Association (AMIA), around 70,000 specialists in this field will be needed within the next few years due to the impact that recent federal laws have had on the health care system; specifically the mandate for electronic records. According to HIMSS, in 2014 the average salary reported for Nurse Informaticists was \$100,717 and positions were available nationwide.

The program with the proposed Health Systems Leader option will require a total of 40 semester hours (sh):

Program Core	24 sh
Electives	0 sh
Option	16 sh
Total	40 sh

Courses in the proposed Health Systems Leader option are: NURS 6416 Health Systems Leader Role and Competencies (3 sh); NURS 6216 Advanced Healthcare Informatics (3 sh); NURS 6226 Strategy and Analysis of Organizational Process (3 sh); NURS 6326 Advanced Nursing Informatics (3 sh); and NURS 6436 Health System Leader Practicum (sh 4).

The Health Systems Leadership graduates will be responsible for patient care outcomes, applying evidence-based information to design, implement, and evaluate health care systems and models of care delivery. Graduates acquire the breadth of management knowledge and skills needed to perform effectively and assume leadership positions in health care delivery organizations.

AUM and AU officials state that the graduate of the Health Systems Leader option could be employed in inpatient and outpatient health care facilities, data management firms, and/or private corporations. Many hospitals are working to obtain Magnet Status and graduates from this option will possess the qualities to help agencies achieve this level of excellence. Through discussions with regional health care agencies that are working towards Magnet Status, they identified a lack of master's level nurses with health systems backgrounds. Due to the increased job opportunities and lucrative salaries for master's level nurses with this background, the program will be very attractive to potential students.

Budgetary Impact: The addition of these two options to the Master of Science in Nursing program will require no additional resources except for a modest expenditure on library resources which will be met through reallocation of existing library funds.

Consistent with Commission policy and operational definitions, the options will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as 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 institutions. Available upon request.

DECISION ITEM C-10: University of Alabama, Addition of a Specialization in Archival Studies to the Existing MLIS in Library and Information Studies (CIP 25.0101)

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

Staff Recommendation: That the Commission approve the proposed specialization as a reasonable extension/alteration of an existing program.

Background: The University of Alabama (UA) currently has the Master of Library and Information Studies at CIP 25.0101 in the Academic Program Inventory. UA proposes the addition of a specialization in Archival Studies to the existing program.

The program with the proposed Archival Studies specialization will require 36 semester hours (sh), as listed below:

Program Core	18 sh
Proposed Specialization	18 sh
Electives	0 sh
Total	36

Courses in the core are: LS 500 Organization of Information (3 sh); LS 501 - Introduction to Library and Information Studies (3 sh); LS 502 Research Methods (3 sh); LS 507 User Centered Information Service (3 LS); LS 560 Information Technology (3 sh); and

Within the Elective Core - Management – the candidate selects one of the following: LS 508 Administration & Management (3 sh); LS 530 Public Libraries (3 sh); LS 531 Academic Libraries (3 sh); LS 532 School Media Centers (3 sh); LS 533 Special Libraries (3 sh).

Courses in the proposed Archival Studies specialization are: LS 555 Introduction to Archival Studies (Must be taken during first Fall semester) (3 sh); LS 556 Intellectual Foundations of Archival Theory and Practice (3 sh); LS 557 Archival Representation, Access, and Use (3 sh); LS 558 Archival Appraisal (3 sh). Additionally, the student must take 6 semester hours (sh) from a wide range of Library Science and Computer Information courses.

UA officials offer as rationale for the proposed specialization that students currently opting for courses related to Archival Studies will be able to focus on a prescribed sequence of courses that can be identified on transcripts. Graduates with this concrete specialization will be more marketable when pursuing professional positions because of their ability to indicate completion of a formal, University recognized, course of study.

Secondly, formalizing the existing coursework will provide for a greater level of program control, while increasing the quality of the program, and supporting a greater percentage of positive outcomes. Further, UA asserts that the specialization would necessitate the development of more concrete admissions, advising, and monitoring procedures, thus creating a program that is more responsive to the student needs.

- **Budgetary Impact:** No additional monetary resources will be needed to implement the proposed specialization.

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 C-11: University of Alabama at Birmingham, Addition of Information Engineering, Integrated Systems, and Advanced Safety Engineering Program Tracks to the Existing PhD in Interdisciplinary Engineering (CIP 14.9999)

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

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

Background: The University of Alabama at Birmingham (UAB) currently has the Doctor of Philosophy (PhD) in Interdisciplinary Engineering at CIP 14.9999 in the Commission's Academic Program Inventory. UAB has proposed the addition of three tracks: Information Engineering, Integrated Systems, and Advanced Safety Engineering Program Tracks to the existing program.

The program with the Information Engineering proposed track will require a total of 51 semester hours (sh) if entering with a Master's degree and 72 if entering with a Bachelor's degree:

Program Core	10 sh
Track	41 sh if entering with a Master's degree; 62 if entering with a Bachelor's degree.
Total	51 sh if entering with a Master's degree; 72 if entering with a Bachelor's degree.

The program core for Information Engineering contains the following 3 courses: EGR 710 Introduction to Interdisciplinary Engineering (3 credit hours); EGR 711 Methodology for Interdisciplinary Research (3 credit hours); and EGR 796 Interdisciplinary Engineering Journal Club (1 credit hour, 4 enrollments).

The course work and research plan for the Information Engineering track student will be largely controlled by the student's advisory committee. The committee will verify that each student in this track will either take the three courses below or show their proficiency in these areas: 1. Engineering Methodologies; 2. Information Engineering; and 3. Information Engineering Applications.

The School of Engineering presently offers a PhD in Interdisciplinary Engineering (IE) degree with two tracks: (1) Computational Engineering and (2) Environmental Health and Safety Engineering. This is a research oriented degree that combines the study of engineering to other disciplines.

The present proposed track seeks to add another professional track to the existing UAB School of Engineering IE degree - Information Engineering. UAB officials state that given that every industry or endeavor is now largely controlled or managed through information, there is an ever-increasing need to use engineering disciplines to maximize the potential uses of the information and the processes that manage the information.

The current IE program is designed to allow the graduate student to explore areas outside the normal scope of engineering and apply the engineering problem solving models to other fields. However, the currently existing tracks are not focused on the information and processes related to information. Therefore, there is a need for a track that allows the student to explore information and related processes in an engineering context.

The program with the proposed Integrated Systems proposed track will require a total of 51 semester hours (sh) if entering with a Master's degree and 72 if entering with a Bachelor's degree:

Program Core	13 sh
Track	38 sh if entering with a Master's degree; 59 if entering with a Bachelor's degree.
Total	51 sh if entering with a Master's degree; 72 if entering with a Bachelor's degree.

The program core for Integrated Systems contains the following 4 courses: EGR 710 Introduction to Interdisciplinary Engineering (3 credit hours); EGR 711 Methodology for Interdisciplinary Research (3 credit hours); EGR 796 Interdisciplinary Engineering Journal Club (1 credit hour, 4 enrollments); (NEW) System Science and Technology (3 credit hours).

The course work and research plan for the Integrated Systems track student will be largely controlled by the student's advisory committee. A sampling of courses the student may be required to complete are:
(NEW) Design Science and Technology (3 credit hours);
(NEW) Numerical Optimization (3 credit hours); (NEW) Integrated Systems Design and Management (3 credit hours); EE 511 Facilities Engineering (3 credit hours); EE 526 Control Systems (3 credit hours); EE 585 Engineering Operations (3 credit hours); ME 565 Numerical Methods in Engineering (3 credit hours); ME 567 Advanced Engineering Mathematics 1 (3 credit hours); ME 568 Advanced Engineering Mathematics 2 (3 credit hours); EE 651/751 Software Engineering Large Systems (3 credit hours); EE 641 Modern Control Theory (3 credit hours); EE 642/EE742 Intelligent Systems (3 credit hours); and EE 785 Engineering Management of Information Resources (3 credit hours).

UAB officials provide the following rationale for the proposed Integrated Systems track: systems and processes are at the core of all disciplines. Traditionally, education and training in specific system modelling and information processing, in different disciplines, have been offered across departments and programs. However, common analytic and practical components of large-scale integrated systems have not been addressed at a system level from an information process perspective. With today's rapid advances, and increase in the need for market-responsiveness, small-scale system and design have become incapable of handling overwhelming information flow and decision making.

The proposed new Integrated Systems track will provide an education in system modelling, process design, and system metrics, at both general/abstract and practical levels. Such knowledge and training will be applied directly to the profession of the student, whether it be industry, business, or healthcare systems. It will not displace any existing tracks, but will broaden the program to include other professions that would benefit through understanding of integrated systems.

The program with the Advanced Safety Engineering proposed track prior to candidacy will require a total of 51 semester hours (sh) if entering with a Master's degree and 72 credit hours if entering with a Bachelor's degree.

Program Core	10 sh
Track degree;	41 sh if entering with a Master's degree; 62 if entering with a Bachelor's degree.
Total	51 sh if entering with a Master's degree; 72 if entering with a Bachelor's degree.

It is noted that within the total number of credit hours, the proposed Advanced Safety Engineering track includes 24 hours of research during the candidacy phase.

The program core for Advanced Safety Engineering contains the following 3 courses: EGR 710 Introduction to Interdisciplinary Engineering (3 credit hours); EGR 711 Methodology for Interdisciplinary Research (3 credit hours); EGR 796 Interdisciplinary Engineering Journal Club (1 credit hour, 4 enrollments).

The proposed track includes ASEM 610 Introduction to System Safety - Prevention through Design, 3 credits; ASEM 611 Hazard Analysis and Waste Elimination, 3 credits; ASEM 612 Engineering Risk - Assessment, Reduction & Liability, 3 credits; and ASEM 613 Human Performance and Engineering Design 3 credits.

UAB officials explain that the purpose of this proposal is to create a new track specifically for Advanced Safety Engineering since the current EHS track emphasizes environmental engineering.

Budgetary Impact: There is no anticipated budgetary impact associated with any of these three tracks.

Consistent with Commission policy and operational definitions, the three tracks 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 three 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 D: University of Montevallo, New Off-Campus Program: Master of Business Administration in Business Administration at UM Regional In-Service Center

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

Staff Recommendation: That the Commission approve the proposed new off-campus program.

Proposal: The University of Montevallo (UM) plans to offer courses that lead to the Master of Business Administration degree at the UM Regional In-Service Center, Alabama Math Science and Technology Initiative (AMSTI) facility in Pelham.

Background: An official with UM has signed the institutional certification for the proposed programs pledging that a) the new offering is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up report will be sent.

Note: Recently, in the course of UM filing its Program Participation Agreement with the U.S. Department of Education under Title IV, UM discovered that they neglected to seek approval from the Commission on Higher Education when they began delivering their MBA program at an off-site location.

Following approval of the degree program by ACHE, the MBA began to be offered by UM in Fall 2010. In that first semester, all MBA courses were taught on campus; however, the next term, some classes were offered at UM's Regional In-Service Center in Pelham. This facility is close to I-65 and proved to be such a convenient location for UM MBA students, most of whom work in Birmingham, that the College of Business shifted all course delivery to this location by Fall 2011.

UM states that this was an inadvertent error, as UM was under the impression that because they were delivering courses from an established UM facility, they did not need further approval. The Vice President for Administration, who at the time was responsible for reporting substantive changes to ACHE and SACSCOC, was never informed that the program was being delivered entirely from the off-campus site.

Location of the Program: The University of Montevallo requests approval to offer its MBA degree at the UM Regional In-Service Center, UM's AMSTI facility, at 2790 Pelham Parkway in Pelham, AL. The facility, which is 19 miles from the UM campus, is fully-supported and fully-insured by UM. The MBA program uses a well-appointed

40-seat classroom equipped with a faculty computer at the lectern, a projector, and a documents camera.

Relationship to the Commission's Academic Program Inventory: UM currently has the MBA in Business Administration in the ACHE program inventory under CIP 52.0201.

Description of Program: The program prepares students who aspire to work in managerial and/or leadership positions in organizations, whether these are commercial, government, or nonprofit entities. The program will focus on the development of managers, managerial frameworks, and leadership skills necessary to create sustainable organizations.

Strength of the Existing Program: In the Post-Implementation Report on the MBA submitted to ACHE in Fall 2015, UM demonstrated that the program has met or exceeded the standards set by the Commission. In addition to the achieving enrollments, student completion rates are robust, with an average of 17.75 graduates each year.

Moreover, 92 percent of those graduates report being employed in a field related to their MBA, well beyond the required 75 percent. The reported assessment results further corroborate the strength of the program. In the latest administration of the MBA Major Field Test, accounting students scored in the 69th percentile and management students reached the 81st percentile.

Adequate Student Demand: New enrollments from 2010 through 2015 averaged 23.4, exceeding the average of 20 set by ACHE.

Need for Program: UM requests approval to provide all MBA courses offered through traditional delivery at the Pelham location. UM is increasingly making available hybrid and online options for students, but the Pelham site is convenient for professionals in the region who are returning to school. The 45+ minute drive to Montevallo from Birmingham where many of them work is significantly reduced.

Effect on the Existing Program: According to the proposal, MBA classes are offered on the Montevallo campus in the summers, but during the academic year, UM wishes to continue to deliver all MBA courses at the Pelham site.

The University of Montevallo's accreditation through the Southern Association of Colleges and Schools Commission on Colleges was reaffirmed in 2011 for ten years.

A request for approval to deliver the MBA program at the Pelham location is being submitted simultaneously to SACSCOC.

Resources: According to UM, the proposed programs will be self-supporting through tuition and fees generated at the proposed site.

Admission and Program Completion Requirements: Admission and program requirements at the AMSTI site are the same as those for the program offered on the main campus.

Public Review: The proposal was posted on the Commission website from April 18, 2016 until May 8, 2016 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus Site at UM Regional In-Service Center, AMSTI facility, at 2790 Pelham Parkway in Pelham, Alabama, 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.

DECISION ITEM E: Request to Amend Post-Implementation Conditions: Drake State Community and Technical College, Associate in Applied Technology and Certificate in Medical Assisting Technology (CIP 51.0801)

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

Staff Recommendation: That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional review period (2015-16 through 2016-17) for the program be granted.
- 2) That the average number of graduates during 2015-16 and 2016-17 be revised from 10 to 8.
- 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 condition for graduates.

Background: The Associate in Applied Technology and Certificate in Medical Assisting Technology was approved by the Commission on December 4, 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, providing information regarding progress toward accreditation of the program by the American Association of Medical Assistants (AAMA), and the submission of an overall assessment of the program.

The medical assisting program works closely with the community to provide quality education and competency-based skills training in a safe learning environment.

Upon successful completion of the medical assisting program, the student is able to: 1. Perform administrative functions in a physician's office. 2. Perform clinical functions in the physician's office to include: obtaining vital signs, taking patient histories, assisting physician with physical examination of the patient, clinical laboratory testing, electrocardiography, administering medication and treatment procedures. 3. Apply legal concepts to medical assisting practice. 4. Define and display professionalism. 5. Communicate effectively in oral and written modes. 6. Provide instruction to patients and their families as directed in methods of wellness promotion and disease. 7. Develop employment strategies necessary for a successful transition into the job market. 8. Apply medical assisting principles during test taking on standardized, written examinations.

The request is for a time extension (2015-16 through 2016-17) in the projected graduates figure condition. The student graduation figure during this period is requested to be revised from an average of 10 to 8.

Drake officials state that the low reported graduation is the result of many factors. Approximately half of the students who enroll are part-time students. The part-time enrollment was 43.6 percent in 2010-11, 37 percent in 2011-12, 41 percent in 2012-13, and 55 percent in 2013-14. The part-time enrollment is higher for students who are employed.

Also, the medical assistant program full-time faculty experienced some turnover in the initial years. The first full time instructor hired resigned within a few months. The next full time instructor resigned after one year. The current full time faculty is dedicated to the program and is working hard on strengthening the curriculum and expanding the program options.

Finally, many program enrollees secure jobs in field before they graduate and therefore do not meet the completion requirements. Several program enrollees opted to change majors and seek non-health related programs.

Drake officials state that the program instructor is diligently exploring ways to encourage students to graduate and take the certification examination. The College is currently offering MAT 228 Medical Assistant Review course concurrent with preceptorship courses (MAT229 and MAT239). The course prepares students to take the national certification exam. Drake officials believe that offering the review course concurrent with the preceptorship courses will encourage students to complete the program and be certified.

Further, some of the students who enroll in the program realize that they are not suited for the clinical tasks that medical assistants perform. This has led to many students dropping out of the program or changing their majors. The medical assistant instructor is developing an administrative medical assistant track with no clinical skill requirements. The administrative track will focus on the administrative responsibilities of the medical assistant to include updating and filing medical records, answering phones professionally, greeting patients, scheduling appointments, completing insurance forms, handling correspondences, and billing. This option will be optimal for students who want to work as medical assistants but may not wish to perform the clinical functions of medical assistants.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation extension request for Drake Technical and 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

Drake State Community and Technical College (2015 Report)

- Program: Associate in Applied Technology and Certificate in Medical Assisting Technology (CIP 51.0801)

Approved by Commission: December 2009

Proposed Implementation Date: May 2010

Actual Implementation Date: August 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2010-11 will be at least 15.
2. That the annual average number of graduates for the Academic Years 2011-12 through 2014-15 (four-year average) will be at least 10.
3. That information be provided regarding progress toward accreditation of the program by the American Association of Medical Assistants (AAMA).
4. 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.
5. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Associate in Applied Technology and Certificate in Medical Assisting Technology (CIP 51.0801)	New Enrollment Headcount 2010-11 through 2014-15	Graduates 2011-12 and 2014-15	Percentage of Graduates Employed in Field
Required	15	10	75%
Reported	50	6	86%

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: Drake State completed the documentation necessary to apply for accreditation. However, there was a turnover in full time instructors in the medical assisting program. A new full time instructor is now hired and will begin in the summer term of 2016. The application for accreditation will begin once the new faculty member is established.

Condition 4: Eighty-six percent of the graduates were successful in acquiring related employment.

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Condition 5: Overall assessment of the program was provided and sufficient. The college collects and analyzes data to assess the success of the program. Data collected include enrollment, completion, student satisfaction, and faculty course evaluation and feedback from the program advisory committee.

INFORMATION ITEM 1: Jacksonville State University, Establishment of the Center for Manufacturing Support (CMS)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Jacksonville State University (JSU) has submitted plans to the Commission for the establishment of the Center for Manufacturing Support (CMS).

According to information submitted by JSU, the Center will not offer academic credit to students. The vision of the Center is to provide leadership for applied engineering education, research, and practice, to promote collaborative manufacturing engineering activities within and beyond the university boundaries, and to pursue excellence in manufacturing engineering practices to assist regional manufacturers with process improvement initiatives.

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 Jacksonville State University. Available upon request.

INFORMATION ITEM 2: University of South Alabama, Change in the Name of the Department of Health, Physical Education and Leisure Studies to the Department of Health, Kinesiology, and Sport

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of South Alabama (USA) Board of Trustees has approved the change in the name of the Department of Health, Physical Education and Leisure Studies to the Department of Health, Kinesiology, and Sport. The name change does not reflect a change in the focus or scope of the unit.

Since this is only a name change, it does not require Commission approval.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Alabama Administrative Code, Chapter 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM 5: University of Alabama at Birmingham, Change in the Name of the Comprehensive Stroke Research Center to the Comprehensive Neurovascular and Stroke Center

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama Board of Trustees has approved the change in the name of the Comprehensive Stroke Research Center to the Comprehensive Neurovascular and Stroke Center.

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 6: University of Alabama at Birmingham, Establishment of the James and John Kirkland Institute for Research in Surgical Outcomes

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) has submitted plans to the Commission for the establishment of the James and John Kirkland Institute for Research in Surgical Outcomes.

According to information submitted by UAB, the mission of the Institute is to build a comprehensive multidisciplinary foundation focusing on surgical outcomes research, in order to analyze and improve outcomes of surgical therapies and their impact on patients, society at the local, national and global level, and the healthcare system.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the University of Alabama at Birmingham. Available upon request.

INFORMATION ITEM 7: Shelton State Community College, New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Shelton State Community College (SHC) plans to offer courses at the following new off-campus site beginning in summer 2016:

Tuscaloosa Career and Technology Academy,
Tuscaloosa, Alabama

Discussion: An official with SHC has signed the institutional certification for the proposed site pledging that a) the new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up report will be sent.

The new off-campus site proposed by SHC is exempt from Commission approval by policy because the proposed site is located within SHC's service area.

The proposal was posted on the Commission website from April 8 until April 28 for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus Site at Tuscaloosa Career and Technology Academy, Tuscaloosa, AL, attached.
2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Shelton State Community College
Administrator Responsible for Site
Name & Title: Dr. Joye C. Jones, Dean of Instruction and Workforce Development
Telephone: 205-391-2283
Fax:
E-Mail: jjones1@sheltonstate.edu
Contact Person at Site If Other Than Administrator Above
Name & Title:
Telephone:
Fax:
E-Mail:
Location of Proposed Site
Facility: Tuscaloosa Career and Technology Academy
Street Address: 2800 Martin Luther King Jr. Blvd
City: Tuscaloosa **County:** Tuscaloosa
When will you begin offering instruction at this site? Summer 2016

Type of Site	Check One:
Non-Exempt	
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	
2-year college site located within SBE approved service area.	X
University site located within home or contiguous counties.	

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor:



Date: 4/7/16

INFORMATION ITEM 8: Northeast Alabama Community College, New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Northeast Alabama Community College (NEC) plans to offer courses at the following new off-campus site beginning in fall 2016:

Fort Payne High School, Fort Payne, Alabama

Discussion: An official with NEC has signed the institutional certification for the proposed site pledging that a) the new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up report will be sent.

The new off-campus site proposed by NEC is exempt from Commission approval by policy because the proposed site is located within NEC's service area.

The proposal was posted on the Commission website from April 8 until April 28 for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus Site at Fort Payne High School, Fort Payne, AL, attached.
2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Northeast Alabama Community College
Administrator Responsible for Site
Name & Title: Dr. Mike Kenamer, Director of Workforce Development
Telephone: 256-228-6001, ext. 2291
Fax: 256-228-7247
E-Mail: kenamerm@nacc.edu
Contact Person at Site If Other Than Administrator Above
Name & Title: Brian Jett
Telephone: 256-845-0535
Fax: NA
E-Mail: bjett@fpcsk12.com
Location of Proposed Site
Facility: Fort Payne High School
Street Address: 201 45th St NE
City: , Fort Payne, AL 35967
County: DeKalb
When will you begin offering instruction at this site? Fall, 2016

Type of Site	Check One:
Non-Exempt	<input type="checkbox"/>
Exempt from Review by Statute	<input type="checkbox"/>
Fall 1978 registration exceeded 500.	<input type="checkbox"/>
University operated site prior to 1960.	<input type="checkbox"/>
Site located on military reservation.	<input type="checkbox"/>
Business & industry site where employees only are enrolled.	<input type="checkbox"/>
Exempt from Review by Commission Policy	<input type="checkbox"/>
Courses delivered via distance learning technology.	<input type="checkbox"/>
Prison site - courses delivered exclusively to inmates and prison employees.	<input type="checkbox"/>
High school site exclusively for early admission, accelerated/dual enrollment.	<input type="checkbox"/>
2-year college site located within SBE approved service area.	<input checked="" type="checkbox"/>
University site located within home or contiguous counties.	<input type="checkbox"/>

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor: 

Date: 2-16-2016

INFORMATION ITEM 9: Snead State Community College, New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Snead State Community College (SND) plans to offer courses at the following new off-campus site beginning in fall 2016:

Marshall Technical School, Guntersville, Alabama

Discussion: An official with SND has signed the institutional certification for the proposed site pledging that a) the new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up report will be sent.

The new off-campus site proposed by SND is exempt from Commission approval by policy because the proposed site is located within SND's service area.

The proposal was posted on the Commission website from April 8 until April 28 for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus Site at Marshall Technical School, Guntersville, AL, attached.
2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Snead State Community College
Administrator Responsible for Site
 Name & Title: Sherman Leeth, Principal
 Telephone: 256-840-4142
 Fax:
 E-Mail: leeth.sherman@marshallk12.org
Contact Person at Site if Other Than Administrator Above
 Name & Title:

Fax:
 E-Mail:
Location of Proposed Site
 Facility: Marshall Technical School
 Street Address: 12312 US Highway 431
 City: Guntersville
When will you begin offering instruction at this site?


County: Marshall
 Fall 2016

Type of Site	Check One:
Non-Exempt	<input type="checkbox"/>
Exempt from Review by Statute	<input checked="" type="checkbox"/>
Fall 1978 registration exceeded 500.	<input type="checkbox"/>
University operated site prior to 1960.	<input type="checkbox"/>
Site located on military reservation.	<input type="checkbox"/>
Business & industry site where employees only are enrolled.	<input type="checkbox"/>
Exempt from Review by Commission Policy	<input checked="" type="checkbox"/>
Courses delivered via distance learning technology.	<input type="checkbox"/>
Prison site - courses delivered exclusively to inmates and prison employees.	<input type="checkbox"/>
High school site exclusively for early admission, accelerated/dual enrollment.	<input type="checkbox"/>
2-year college site located within SBE approved service area.	<input checked="" type="checkbox"/>
University site located within home or contiguous counties.	<input type="checkbox"/>

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor: 

Date: 4/6/16

INFORMATION ITEM 10: Alabama A&M University, Establishment of the Center for Academic Excellence in Geospatial Sciences

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Alabama A&M University (AAM) has submitted plans to the Commission for the establishment of the Center for Academic Excellence in Geospatial Sciences.

According to information submitted by AAM, the Center will not offer academic credit to students. The Center is a new endeavor designed to cultivate centers of academic excellence in geospatial sciences, content processing, tradecraft methodologies, and research and development technologies.

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 Alabama A&M University. Available upon request.

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INFORMATION ITEM 11: Implementation of Approved Programs

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

Staff Recommendation: For information only.

Background: Commission guidelines state that a new program should be implemented in accordance with the timeline presented in the proposal. They further state that any institution having an approved program must notify the Commission in writing when the program is implemented (that is, when the institution has admitted the first student or students into the program). The institution also must notify the Commission in writing if the stated date or academic term of implementation changes. If the program is not implemented within 24 months of the date of approval, regardless of whether the Commission has been notified of the delay, the approval will expire, and the program will be removed from the Commission's Academic Program Inventory. Once an approval has expired, an institution must submit a new program proposal and receive Commission approval of the new proposal in order to offer the program.

Programs Implemented: In accordance with these guidelines, the following institutions have sent notification that the programs listed have been implemented.

Auburn University at Montgomery

Program: Master of the Teaching of Writing, MTW,
CIP 23.1399
Approval date: December 6, 2013
Implementation date: August 2015 (on schedule)
Post-implementation report date: September 1, 2020.

Faulkner State Community College

Program: Associate in Applied Science in
Animation, Interactive Technology, Video Graphics &
Visual Effects, AAS, CIP 10.0304
Approval date: June 12, 2015
Implementation date: January 2016 (delayed
implementation from August 2015)
Post-implementation report date: February 1, 2021.

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 12:

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:

- Lurleen B. Wallace Community College, Program: Associate in Applied Science in Diagnostic Medical Sonography (CIP 51.0910)
- Southern Union State Community College, Program: Associate in Applied Science and Certificate in Surgical Technology (CIP 51.0909)
- Snead State Community College, Associate in Applied Science and Certificate in Child Development (CIP 19.0708)

Program that did not meet post-implementation conditions:

- Drake State Community and Technical College, Associate in Applied Technology and Certificate in Medical Assisting Technology (CIP 51.0801) [*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:

Lurleen B. Wallace Community College (2016 Report)

- Program: Associate in Applied Science in Diagnostic Medical Sonography (CIP 51.0910)

Approved by Commission: December 2010

Proposed Implementation Date: January 2011

Actual Implementation Date: May 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the 2011-12 through 2015-16 years will be at least 13, based on the proposal.
2. That the average number of graduates for the academic years 2012-13 and 2015-16 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 Joint Review Committee on Diagnostic Medical Sonography (JRC-DMS).
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.

<u>Associate in Applied Science in Diagnostic Medical Sonography (CIP 51.0910)</u>	<u>Average New Enrollment Headcount 2011-12 through 2015-16</u>	<u>Average Number of Graduates, 2012-13 and 2015-16</u>	<u>Percentage of Graduates Employed in The Field</u>
Required	13	11	75%
Reported	14	12	79%

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: Seventy-nine percent of the graduates were successful in acquiring related employment.

Condition 4: The Commission on Accreditation of Allied Health Education Programs (CAAHEP) awarded initial accreditation to the Diagnostic Medical Sonography Program on May 23, 2011, upon recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

A peer review for continued accreditation was conducted November 12-13, 2015. The JRC-DMS team members found the program to be in compliance with the standards and guidelines, and a letter of continuing accreditation from CAAHEP dated March 21, 2016, awarded the program continuing accreditation through 2021.

Condition 5. The institution did report the passage rate of graduates obtaining licensure related to the proposed program. The "Registered" rate was 72 percent. DMS graduates must pass two registry exams through the American Registry for Diagnostic Medical Sonography (ARDMS) to achieve "Registered" status.

Condition 6: Overall assessment of the program is conducted through the process of annual reports and on-site reviews through JRC-DMS as well as annual surveys and analysis of outcomes achievement conducted by the College's Office of Institutional Effectiveness and Quality. Results of these ongoing assessments show that objectives and assessment measures stated in the original program application have been met.

During the implementation period, summative assessments included comprehensive self-studies for initial accreditation in 2011 as well as continuing accreditation in 2015-2016. The program was evaluated using the CAAHEP *Standards and Guidelines for the Accreditation of Educational Programs in Diagnostic Medical Sonography* by site visitors from JRC-DMS who made recommendations for program accreditation to CAAHEP. Graduates and employer surveys provide annual formative assessments used to make program improvements each year. Each objective from the original program application is documented indicating accomplishment.

Meeting Conditions:

Southern Union Community College (2016 Report)

- Program: Associate in Applied Science and Certificate in Surgical Technology (CIP 51.0909)

Approved by Commission: December 2010

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2011-12 will be at least 9, based on the proposal.
2. That the average number of graduates for the academic years 2011-12 through 2015-16 (five year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
4. That the institution provide information on accreditation of the program by the Commission on Accreditation of Allied Health Education Programs.
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 and Certificate in Surgical Technology (CIP 51.0909)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates, 2011-12 through and 2015-16	Percentage of Graduates Employed in The Field	Passage Rate of Graduates Obtaining Licensure, 2011-12 through 2015-16 (CST - College Surgical Technology benchmark)
Required	9	9	75%	70%
Reported	18	12	84%	81%

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: Eighty-four percent of the graduates were successful in acquiring related employment.

Condition 4: Condition 4 was met. The Surgical Technology Program has provided information on accreditation and it states that results are made available to the public using several of the institution's programmatic information distribution methods such as the program's webpage information on the college's website, the school's annual student handbook and catalog, and program documents.

Condition 5: The passage rate of graduates obtaining licensure related to the proposed program was reported and exceeded the College Surgical Technology benchmark.

Condition 6: The assessment condition has been met. Assessment of the Surgical Technology Program is on-going through-out the year. Student Learning Outcomes are assessed by analyzing grades, skills assessments, and case logs. Program Operational Outcomes are assessed by analyzing CST Pass Rate; program staff qualifications and professional development. Program goals and overall objectives are assessed on an annual basis. Recommendations for changes in program goals are presented to the advisory committee during the annual fall Health Sciences Advisory meeting.

Meeting Conditions:

Snead State Community College (2016 Report)

- Program: Associate in Applied Science and Certificate in Child Development (CIP 19.0708)

Approved by Commission: December 2010

Proposed Implementation Date: January 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2011-12 will be at least 8, based on the proposal.
2. That the average number of graduates for the academic years 2011-12 through 2015-16 (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.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Associate in Applied Science and Certificate in Child Development (CIP 19.0708)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates, 2011-12 through and 2015-16	Percentage of Graduates Employed in The Field
Required	8	8	75%
Reported	24	15	75%

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: Seventy-five percent of the graduates were successful in acquiring related employment.

Condition 4: The assessment provision of the program as related to the objectives and assessment measures in the proposal was met. The institution reported on such measures as student demographics, retention, credit hour production, employer feedback, student satisfaction with the program, program curriculum, and program expenses.

Not Meeting Conditions:

Drake State Community and Technical College (2015 Report)

- Program: Associate in Applied Technology and Certificate in Medical Assisting Technology (CIP 51.0801)

Approved by Commission: December, 2009

Proposed Implementation Date: May 2010

Actual Implementation Date: August 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2010-11 will be at least 15.
2. That the annual average number of graduates for the Academic Years 2011-12 through 2014-15 (four-year average) will be at least 10.
3. That information be provided regarding progress toward accreditation of the program by the American Association of Medical Assistants (AAMA).
4. 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.
5. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Associate in Applied Technology and Certificate in Medical Assisting Technology (CIP 51.0801)	New Enrollment Headcount 2010-11 through 2014-15	Graduates 2011-12 and 2014-15	Percentage of Graduates Employed in Field
Required	15	10	75%
Reported	50	6	86%

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: Drake State completed the documentation necessary to apply for accreditation. However, there was a turnover in full time instructors in the medical assisting program. A new full time instructor is now hired and will begin in the summer term of 2016. The application for accreditation will begin once the new faculty member is established.

Condition 4: Eighty-six percent of the graduates were successful in acquiring related employment.

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Condition 5: Overall assessment of the program was provided and sufficient. The college collects and analyzes data to assess the success of the program. Data collected include enrollment, completion, student satisfaction, and faculty course evaluation and feedback from the program advisory committee.

INFORMATION ITEM 13: 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 Community College System 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.

Bishop State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Welding w/emphasis	48.0508

Calhoun Community College

<u>Field of Study</u>	<u>CIP Code</u>
Advanced Manufacturing w/emphasis	15.0613

<u>Field of Study</u>	<u>CIP Code</u>
Computer Information Systems w/emphasis	11.0101

Gadsden State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Computer Science	11.0101

Ingram State Technical College

<u>Field of Study</u>	<u>CIP Code</u>
Cosmetology w/emphasis	12.0401

Jefferson State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Medical Laboratory Technology w/emphasis	51.1004

Northeast Alabama Community College

<u>Field of Study</u>	<u>CIP Code</u>
Heating, Ventilation, AC & Refrigeration	47.0201

Trenholm State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Child Development	19.0708

Wallace State Community College (Hanceville)

<u>Field of Study</u>	<u>CIP Code</u>
Heating, Ventilation, AC & Refrigeration w/emphasis	15.0501

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 Community College System. Available upon request.

INFORMATION ITEM 14:

Changes to the Academic Program Inventory

Staff Presenter:

Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

For information only.

Background:

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

Supporting Documentation:

1. Academic Program Inventory. Available on the Commission's Website: www.ache.alabama.gov.
2. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
3. Written unpublished documentation provided by the institutions. Available upon request.

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.

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.

Chattahoochee Valley Community College	45.0643 <u>15.0612</u>	Manufacturing Technology, AAS, C
Auburn University	51.2504 <u>26.0102</u>	Biomedical Science, MS, PhD
	26.0102 <u>51.2401</u>	Veterinary Medicine, DVM
Jacksonville State University	51.3811	Community Health Nursing <u>Population Health/Nursing, MSN</u>
University of North Alabama	42.0404 <u>42.2799</u>	Psychology, BA, BS
University of South Alabama	14.2701	Systems Engineering, D.Sc. <u>D.Sc.S.E.</u>

C. Programs Placed on Inactive Status

INFORMATION ITEM 15: 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:

Alabama A&M University

Certificate in Logistics and Supply Chain Management

The six course, 18-hour certificate program will be open to all individuals interested in logistics and supply chain management. It is designed for experienced managers at all levels, as well as those who may be new to management or supervisory roles. The program is also designed to benefit those who are seeking to enter new roles in logistics and supply chain management.

Auburn University

Graduate Certificate in Instructional Leadership

The Alabama State Department of Education now allows those educators who hold a valid Alabama master's level (Class A) Professional Educator Certificate and who meet all requirements for admission to AU's MEd degree program in Instructional Leadership to be recommended for a master's level (Class A) administrative certificate in Instructional Leadership based on a state-approved reduced hour option that includes at minimum 18 hours of coursework.

Graduate Certificate in Reading Instruction

The proposed 12-hour graduate certificate aligns with Auburn University's mission which is defined by its land-grant traditions of service and access. The certificate will offer advanced study in reading instruction for non-teacher certification students who do not presently qualify for admission to a state-approved professional educator preparation program and for individuals interested in expanding knowledge and skills related to reading instruction in school and community settings.

Jacksonville State University

On to JSU: Business Basics and On to JSU: Food Service

The proposed On to JSU certificate program will offer students with intellectual disabilities an opportunity to transition to higher education and practice life-skills to help prepare them for a career in food service or business jobs. The curriculum for each certificate option will be designed specifically for the student with intellectual disabilities. Because these students will require differentiation in process and product, a special advisor for On to JSU has been designed. On to JSU students may or may not receive academic credit (dependent upon the particular student's disabilities and needs) and will be advised based on the equivalent of half-time enrollment, which is six hours.

Troy University

Post-Master's Certificate in Counseling Military Populations

Consisting of 15 credit hours (5 courses 3 credit hours each) the certificate was developed to address the critical lack of clinical graduate coursework focused on the needs of military populations, which includes service personnel (active, discharged, and retired), their spouses, their children, and dependents.

University of Alabama

Graduate Certificate in Archival Studies

The proposed certificate is designed to attract students pursuing or already possessing graduate degrees in the humanities or social sciences. Candidates that complete the certificate will be qualified for work in cultural heritage institutions that seek to hire individuals with strong subject expertise, coupled with expertise in the management and preservation of archival materials. While the certificate and specialization are related, they will attract two distinct student populations, and will prepare students for related, but distinct, career paths.

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 16: Implementation of a Distance Education Program

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Commission policy states that academic programs approved by the Commission do not require additional approval to be configured and offered as distance education programs. However, institutions preparing to offer existing programs as distance education offerings must report this intent to the Commission prior to implementation.

In compliance with the Commission's policy on distance education, the following institution has reported plans to implement the distance education program listed.

Auburn University:

Library Media, PhD – 13.0101

Supporting Documentation:

1. "Policy on Distance Education," Ala. Admin Code (Commission on Higher Education), r. 300-2-3-.04. Available upon request.
2. Written unpublished documentation provided by the institutions. Available upon request.

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